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ABSTRACT

Presented are an overview booklet, a project selection guide, and six Project Information Packages (PIPs) for six exemplary projects serving underachieving students in grades k through 9. The overview booklet outlines the PIP projects and includes a chart of major project features. A project selection guide reviews the PIP history, PIP contents, considerations in selecting and using the project description booklets, and various PIP components (such as instructional procedures, management/communication, costs, organization, personnel, and materials/equipment). Six booklets individually cover the following projects: Project Catch-up, a reading and math project for children in kindergarten through sixth grade which takes place in an unstructured environment; Project Conquest, a reading project for second through sixth graders and first grade repeaters which involves individualized instruction; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders in which programed and drill materials are used; Intensive Reading Instructional Teams, a reading project for third and some fourth graders which features individualized instruction based on diagnosis; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, mathematics, and social studies for junior high school students which involves gaming, simulation, individualized instruction, learning contracts, and field trips. (SBH)

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Project Information Packages

Overview

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Project Information Packages

a *new* approach to disseminating successful educational projects

Project Information Packages (PIPs) for six exemplary projects serving underachieving students are now available to qualifying school districts. Each package of manuals and materials explains how to establish a successful project in your district.

The PIPs represent a U. S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The six projects were selected for packaging in a nationwide search. They were chosen on the basis of their exceptional effectiveness in meeting the needs of children, and have all been approved for national dissemination by the Office of Education Dissemination Review Panel.

PIP Concept

Project information packages are guides to installing *complete* successful projects. They represent a new concept in packaging real-world educational projects because they describe the procedures for developing the necessary administrative support and management framework as well as the instructional methods and techniques. They permit adopting districts to capitalize on the experience of the originating districts, replacing years of development effort with a few months of start-up activities.

The PIPs are not grab-bags of educational gimmicks. All of the projects use methods whose value has been demonstrated in many situations. What makes the packaged projects unusually effective is the application of these proven teaching approaches within successful management systems. The goal of the PIPs is to insure project results by conveying to adopting districts both the instructional and the management activities that have consistently led to success.

PIP Contents

Each PIP contains manuals and other materials fully explaining the roles and responsibilities of all major project participants. The contents include not only teachers' guides, but also management manuals, calendars, resource lists, evaluation guides, training handbooks, and community relations materials. The descriptions are detailed enough to enable adopting schools to carry out all aspects of planning, starting, and operating the projects.

PIP Experience

PIP projects have been thoroughly tested in a variety of schools across the country. The tryouts confirmed that school districts with suitable resources can adopt projects successfully by following PIP guidelines. Not only did the projects operate effectively, they also inspired feelings of pride and "ownership" reflected in the enthusiasm of adopting district personnel. Revisions suggested by the tryout schools have resulted in clearer and more usable PIP materials.

the six packaged projects

While the six PIP projects differ widely, all require highly qualified and motivated project directors and employ other special project staff members. All provide for in-service training and make use of special instructional materials. All but R-3 were developed with ESEA Title I funds.

The following sketches give concise project overviews. The chart on the facing page allows quick comparison of major project features.

Project Catch-Up . . .
is a reading and math project for children in kindergarten through sixth grade. A wide variety of commercial materials is used in daily sessions lasting from 20 minutes to an hour. Instruction takes place in an attractive, unstructured environment with a very low student-teacher ratio. Teachers diagnose student needs and prescribe activities to meet them.

Project Conquest . . .
is a reading project for second through sixth graders and first-grade repeaters. The low student-teacher ratio allows individualized instruction based on careful diagnosis. Students work in individual carrels with a variety of commercial materials and equipment in daily 50- to 60-minute sessions.

High Intensity Tutoring (HIT) . . .
is a cross-age tutoring project involving sixth, seventh, and eighth graders. Older students tutor younger ones daily in reading and math using programmed and drill materials. Tutoring is fast-paced and intense. Teachers and aides monitor tutoring, distribute rewards, and keep detailed records in order to control the student error rate.

Intensive Reading Instructional Teams (IRIT) . . .
is a reading project for third and some fourth graders. It features individualized instruction based on careful diagnosis made possible by low student-teacher ratios and a wide variety of commercial and teacher-made materials. IRIT employs a team teaching approach and intense instruction. Students participate three hours a day for 10 weeks.

Programed Tutorial Reading (PTR). . .
is an individualized tutoring program for first graders having difficulty learning to read. Each child has a daily 15-minute session with a tutor who follows a highly structured instructional sequence geared to the basal reading series used in the classroom.

Project R-3 . . .
is a motivational program in reading, math, and social studies for junior high school students. It involves all seventh graders and serves them as they proceed through the eighth and ninth grades. Gaming, simulation, individualized instruction, learning contracts, and two- or three-day field trips motivate students to higher academic achievement.

	Subject Area	Grade Level	Daily Instruction	Instructional Methods	Instructor/ Student Ratio	Other Features
Catch-Up	Reading, Math	K-6	20-60 min.	Diagnostic prescriptive, variety of materials	up to 1:5	Staff works mornings only, free atmosphere
Conquest	Reading	1-6	50-60 min.	Diagnostic/ prescriptive, variety of materials	1:6	Highly structured, students in carrels
HIT	Reading, Math	6-8	30 min. per subject	Tutoring, using drill and programmed materials	1:1	Student tutors; rewards for tutors and tutees
IRIT	Reading	Predominantly 3, some 4	3 hrs./day for 10 wks.	Diagnostic/ prescriptive, variety of materials	1:15	3-member teams, 3 hrs. planning daily
PTR	Beginning Reading	1	15 min.	Individual programmed tutoring	1:1	High school student or adult paraprofessional tutors
R-3	Reading, Math, Social Studies	7-9 sequential	Three class periods per day	Variety of innovative techniques, individual and small-group instruction	1:22	Gaming and simulation, home visits, overnight field trips

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a closer look

To adopt a PIP project, a district must first select an appropriate project and apply for the corresponding PIP. The following sections describe materials available for selecting a project and those included in the PIPs themselves.

Selection Materials

Analysis and Selection Kit (ASK)

The ASK provides a detailed comparison of the packaged projects. In addition to this overview booklet, the ASK includes a project description booklet for each of the six PIP projects, and a *Project Selection Guide* describing important considerations in choosing a project.

Project Orientation Materials

Once a tentative selection is made, a filmstrip/cassette tape presentation of the project can be ordered along with handouts for parents, teachers, and administrators, a project poster, and a guide for using the materials. These materials have a three-fold purpose. First, they are used to generate interest among the school board, school personnel, parent advisory committees, and others involved in the final decision. The second use is for orientation during initial staff training. Finally, the materials are suitable for presenting the project to parent and community groups once the project is begun.

PIP Application Materials

A booklet on application procedures and a budgeting workbook will be sent to districts applying for PIPs. The workbook allows the district to prepare a detailed estimate of the starting and operating costs for the selected project.

PIP Materials

Project Director's Materials

The Project Director's Materials contain the information the director needs to start and operate the project. A "Project Management Directory" describes, in sequence, all management tasks. A "Materials/Equipment Package" lists the materials and equipment needed for the project, where they can be purchased, estimated costs and quantities, and lead times needed for ordering. A "Project Management Calendar" lists all major management tasks and the times they should occur. The "Training Manual" describes the training needed for project staff and provides formats and agenda. A copy of the "Teacher's Manual" is also included for the project director.

Teachers' Materials

The Teachers' Materials include a "Teacher's Manual" to be used in initial training and as a reference during operation. Some PIPs also include special materials developed in the originating district. For the projects in which teachers are involved in ordering commercial materials, ordering information is included. The PIPs do *not* include the commercial learning materials needed in the projects.

Materials for Other Staff

For those projects in which auxiliary personnel are extensively involved, materials containing the information they need to perform their roles in the project are included.

Adopting District Commitment

Successful adoption requires that a district be deeply committed to the PIP project. PIPs are intended for districts that are willing to try a fresh approach, something different from their current programs. According to tryout districts, the value of a PIP lies in the detailed guidelines it contains for installing a successful project in its entirety, but installing a new project intact means that districts must either be able to *obtain new funds* or be willing to *reallocate existing funds.* Even with new funds, a supportive administration is vital, but an especially high level of commitment is needed when implementation involves reallocating existing funds, displacing current staff, or otherwise interrupting ongoing programs.

When applying for a PIP, a district will be asked to give assurances that it has the need and capability to install the project as a whole and that it approves of the project's approaches and requirements. Assurances will also be requested that a project director, known and respected in the district, will be appointed in time to start project planning in the spring, and that he or she will be given the explicit authority to follow the guidelines in the PIP.

Obtaining a PIP

The procedure for a district to obtain a PIP begins about a year before implementation and involves eight steps:

1) The district uses the PIP Analysis and Selection Kit to make a tentative selection of the project most appropriate to district needs and capabilities.

2) The district orders the "Project Orientation and Proposal Preparation Materials" for its chosen PIP project.

3) The district identifies the potential project director.

4) The project orientation materials are used in the district to demonstrate the desirability of the project and secure support from decision-makers.

5) The district obtains or allocates funds for start-up and operation of the project.

6) The district completes an application for the appropriate PIP, indicating it has the desire and capability to follow PIP guidelines.

7) Upon approval of the application, the district and the disseminating agency complete a PIP implementation agreement.

8) USOE sends the PIP to the district in early spring for fall implementation.

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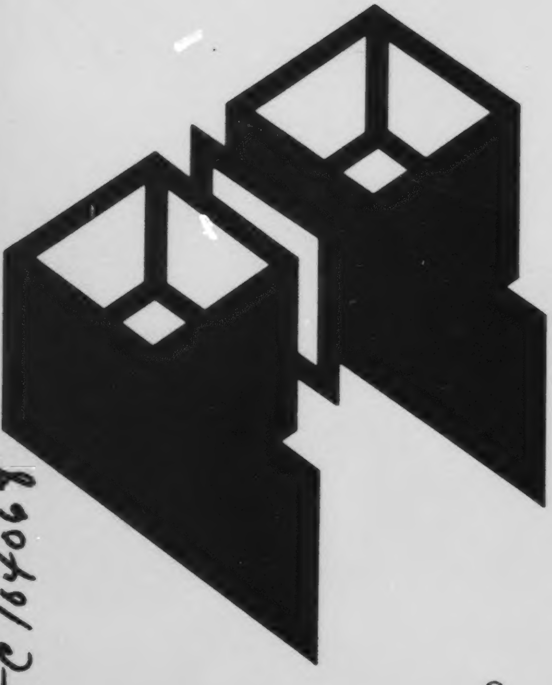
Analysis and Selection Kit

Project Selection Guide



Project Information Packages

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PIP Projects

Project Catch-Up	Elementary Reading/Math
Project Conquest	Elementary Reading
High Intensity Tutoring (HIT)	6th, 7th, and 8th Grade Reading/Math
Intensive Reading Instructional Teams (IRIT)	3rd Grade Reading
Programed Tutorial Reading (PTR)	1st Grade Reading
Project R-3	Jr. High School Reading, Math, Social Studies

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PIP History

In recent years the United States Office of Education has taken an active role in disseminating information about effective educational projects. PIP development started in the spring of 1973, when USOE sponsored the selection and packaging of successful projects for underachieving students in low-income areas. The development effort, contracted to RMC Research Corporation, began with a rigorous examination of data from projects nominated by federal, state, and local education agencies. The goal was to identify up to eight projects, generally suitable for dissemination, which had raised reading and/or math scores of project students substantially above the level that would be expected without the project. After six months of searching, RMC had reviewed nearly 2,000 projects and had found only six that met all USOE selection criteria.

The packaging team interviewed personnel at all levels in districts where the selected projects were operating and then, for each project, designed an information package describing both management and instructional features. During the 1974-75 and 75-76 school years, ESEA Title III sponsored field demonstrations of the projects in 19 school districts. Staffs in 46 schools implemented the six projects using the information contained in the PIPs. The effectiveness of the PIPs as vehicles for disseminating effective projects was evaluated by Stanford Research Institute, and information was collected for a thorough revision of the PIP materials.

In general, the PIPs were well received. Districts were able to implement the projects following PIP guidelines, and enthusiasm for the projects was high. The same features that made the projects successful in the originating districts earned the active support of students and parents, teachers, and administrators in the new districts.

The PIP projects have been rigorously screened and analyzed. The packages have been tried out, revised, and are now available for districts with corresponding needs and suitable resources.

The PIP Analysis and Selection Kit (ASK)

The ASK is your guide to analyzing six educational projects and deciding whether you wish to adopt one of them with the help of a Project Information Package (PIP).

The ASK includes:

- PIP Overview brochure
- Project Selection Guide
- Project description booklets (six)
- Order forms for additional information

The brochure provides a brief overview of the projects and lists the steps involved in selecting and obtaining a PIP. The details you will need to select an appropriate project are found in the six project description booklets. This Project Selection Guide is an introduction and guide to using the six booklets.

The Projects

A list of the projects can be found inside the front cover of this guide. The following features are common to all of the projects:

Instructional approaches: All of the projects individualize instruction. None depend on new educational breakthroughs or gimmicks for their success. The approaches are thoroughly tested.

Students: All of the projects were designed for underachieving students in low-income areas. Except for R-3, which involves all students at a given grade level, the projects are intended for students who are below grade level in reading and/or math. However, they were not designed for "special education" students.

Evidence of success: All six projects have accumulated standardized test data showing gains in achievement over and above what would be expected without the project. The thoroughness of their evaluations was a major factor in the selection of the projects that were packaged. In addition, the longevity of the projects attests to the enthusiastic support they have received from students, project staff, regular classroom teachers, parents, and district administrators.

Adopting a Project

"Adopting" a project implies installing all important features of the project rather than simply borrowing a few basic ideas. There are two good reasons for adopting a project intact. First, new projects frequently encounter serious problems and often end in failure. The originators of the PIP projects have dealt successfully with many of the problems that can be expected in adopting districts. By taking advantage of this experience, adopters can avoid false starts and setbacks.

Second, the process of conceiving and planning a new project is expensive and time consuming. Adopting a project which has been completely developed elsewhere can drastically cut planning costs and bring needed services to children with a minimum of delay.

Of course a great deal of dedication and hard work is required in establishing any project, but adopting an appropriate project intact is one way of minimizing the cost of project development while maximizing the chances for success.

Why Project Information Packages?

One of the major obstacles to adopting an already existing project is obtaining the needed information. Brief visits to the originating districts can convey the basic project philosophy, but there is no time to explore the myriad details of project management and instruction. The PIP is a response to this problem.

The PIPs represent a far more intensive development effort than most originating or adopting school districts could undertake on their own. First, prototype information packages were developed based on a careful analysis of the projects in the originating districts. Then each package was field-tested by two to five school districts in full-scale adoptions of the projects. Areas of confusion or of missing information were carefully recorded, the originating projects were reanalyzed, and the PIPs were carefully revised.

The result of this development effort is a detailed reference manual for each project, reflecting the actual needs and experiences of adopting districts. Goals and objectives underlying specific procedures are described, thus providing the flexibility and guidance adopters need when procedures must be modified to suit local conditions.

The PIP contents are described on the following pages. You will note that the commercial instructional materials used in the projects are not included in the PIP itself. However, there are detailed ordering instructions for commercial materials as well as samples of materials developed in the originating districts.

Obtaining a PIP

The process for obtaining a PIP is described in the enclosed PIP brochure. If you decide that you would like to adopt a project in your district, you may use the enclosed forms to request advance copies of project orientation materials, a budgeting workbook, and a PIP application guide. These materials will help you to gain support for the project from schools, district administrators, and parent groups, and to complete your PIP application.

PIP Contents

Project Director Materials

Project Management Directory

Describes all management roles and tasks. Sections include:

- History/Overview
- Management Approach
- Project Organization
- Communication
- Instruction
- Materials/Equipment/Supplies/Tests
- Students/Selection
- Staff Selection
- Staff Training
- Staff Relationships
- Budget
- External Assistance
- Project Continuation
- Index to PIP

Materials/Equipment Package

Describes the materials and equipment needed for the project, where they can be purchased, estimated costs, quantities, lead times needed for ordering, and special uses in the project.

Training Manual (and multi-media materials for some projects)

Describes the project start-up workshop and subsequent in-service training. Includes suggested topics, training techniques, skill objectives, exercises, and activities for planning, conducting, and evaluating training. For some projects, a videotape, slide-tape presentation, or transparencies for training are included.

Evaluation Manual

Presents practical suggestions for planning sound evaluations, both formative and summative.

Orientation/Public Relations Materials

Includes a booklet on presenting the project to groups, a filmstrip/cassette tape show, a reproducible one-page brochure for parents, a four-page brochure for school personnel, and a poster.

Project Management Calendar

A wall calendar with lists of major management tasks and the times they should be accomplished.

PIP Contents

Teacher's Materials

Teacher's Manual

Describes teacher's instructional roles and tasks. For use as a training text and classroom reference. Sections include:

History/Overview
Roles/Responsibilities/
 Relationships/Attitudes
Getting Ready for Instruction
Beginning Instruction
Maintaining the Program
Common Problems/Troubleshooting
Winding Down

Materials/Equipment Package (teacher's copy)

Describes the materials and equipment needed for the project, gives ordering information needed by teachers, and explains intended uses in the project.

Materials for Other Personnel (where required)

Counselor's Manual (Conquest)

Explains roles and tasks, and describes materials needed by the project counselor.

Nurse's Manual (Conquest)

Explains roles and tasks, and provides sample record-keeping forms for the school nurse.

Principal's Manual (PTR)

Explains principal's role and describes how the project fits into the regular school program.

Considerations in Selecting a Project

Selecting a project for adoption depends largely on local needs and preferences. Many districts quickly narrow their choices on the basis of subject matter or grade level. There are, however, several other issues that should also be kept in mind.

All of the projects require major efforts from adopting districts. Unlike commercial instructional packages for use in the regular classroom, these projects require special personnel, materials, and facilities. Because of the level of effort involved, district administrators must be thoroughly committed to the selected project

Many districts will require new funds to cover the cost of project personnel and materials. Funding may not be a problem when replacing an existing project with a PIP project, but existing personnel may not fit the requirements of the new project, and a major staff reorganization may also be required.

All PIP projects except R-3 can meet ESEA Title I funding guidelines. Because R-3 serves all students at a given grade level, other funding is required.

The considerable effort involved in establishing these projects has proved justified. In districts where projects are suited to local conditions they have achieved an exceptional level of acceptance and success.

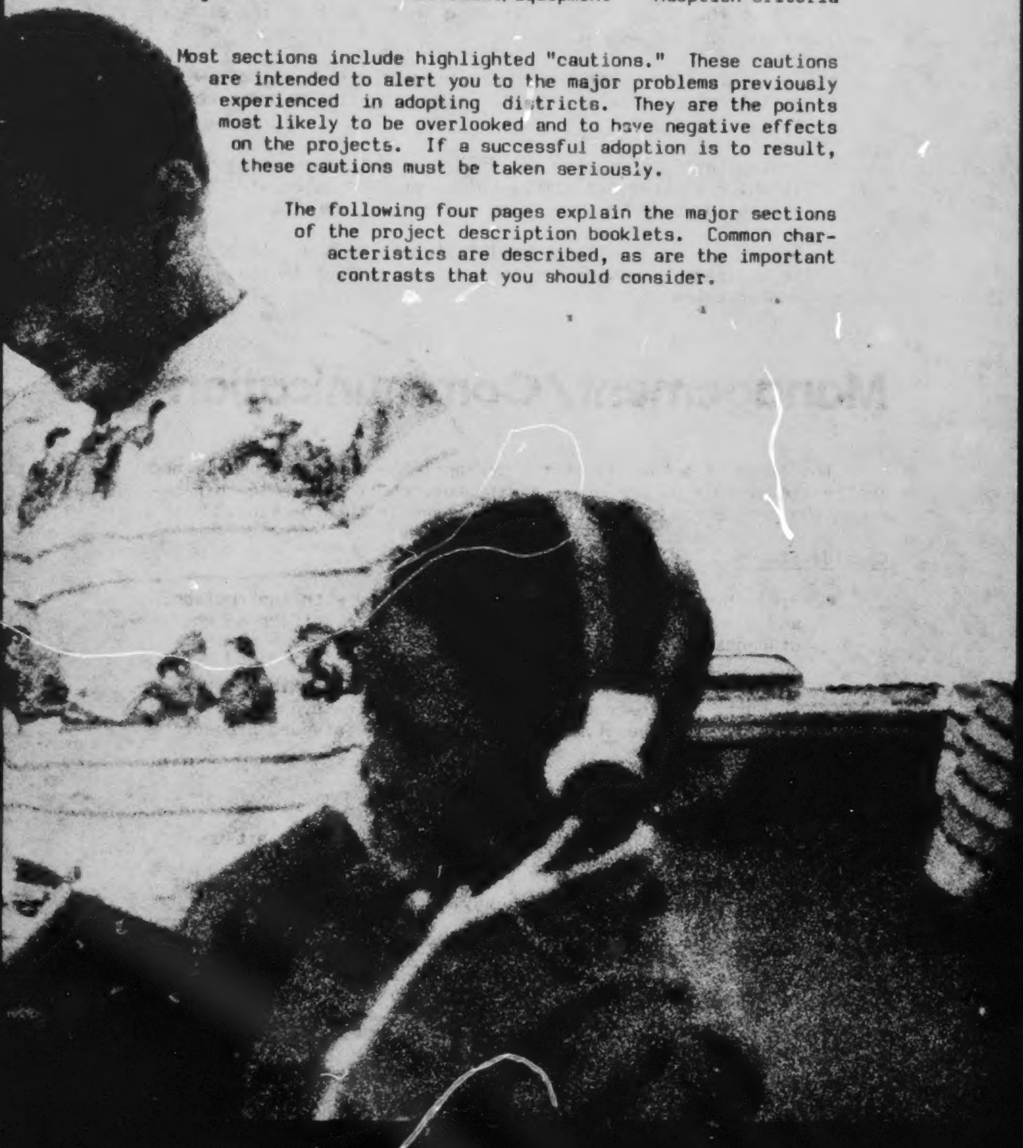
Using the Project Description Booklets

Each of the six project description booklets discusses a single project in considerable detail. The six booklets all cover exactly the same topics in exactly the same format. Turning any of the booklets to the same numbered page permits easy comparison of the projects on the topic of interest. The major sections are:

- Instruction
- Management/Communication
- Estimating Costs
- Organization
- Personnel
- Materials/Equipment
- Facilities
- Getting Started
- Adoption Criteria

Most sections include highlighted "cautions." These cautions are intended to alert you to the major problems previously experienced in adopting districts. They are the points most likely to be overlooked and to have negative effects on the projects. If a successful adoption is to result, these cautions must be taken seriously.

The following four pages explain the major sections of the project description booklets. Common characteristics are described, as are the important contrasts that you should consider.



Instruction

This section describes the project's instructional process and classroom atmosphere, as well as the methods for selecting and scheduling students.

Considerations:

- The instructional approach should be weighed equally with subject matter and grade level(s) when choosing a project.

Project Comparison:

- All of the projects teach reading and/or math at the elementary or junior high school level.
- There are three learning center projects (each using a wide variety of materials), two tutoring projects, and one core curriculum project.
- Instructors' roles vary in the projects from one project in which instructors simply follow printed materials, to others in which teachers plan almost all learning activities.
- Some projects involve unusual features, such as use of rewards, or a classroom atmosphere that allows student choice and freedom of movement.

Management/Communication

The lines of authority in the project, the management style and instructional role of the project director, and the relationship between the project and district are discussed in this section.

Considerations:

- Project management is closely intertwined with instruction, and changes in management can have a direct effect on what students learn.
- The projects demand varying levels of time, administrative support, and instructional leadership. The project selected should match the style and skills of the intended project director.

Project Comparison:

- All projects require skilled management during start-up.
- All give high priority to close communication with regular school principals and teachers.
- All emphasize project identity and staff cohesiveness.

Estimating Costs

This section permits a quick estimate of project operating costs in your district. Costs per student based on national averages are often misleading and therefore are not included.

Considerations:

- Read the sections on project organization, personnel, materials/ equipment, and facilities before attempting to fill in estimated costs.
- Existing classroom and office space are often available without cost to the project. If so, enter 0.
- A detailed budgeting workbook is included with PIP application materials.

Project Comparison:

- Salaries for the project director and instructional staff are the major costs in all six projects.

Organization

Project organization includes the types and numbers of project personnel, the numbers of schools and students served, and other special project requirements such as transportation.

Considerations:

- If the number of schools or children in your district does not match the recommended project organization, it may be difficult to adapt the project, especially in small districts.
- Note organizational features (e.g., transporting children or removing them from the regular classroom) that may conflict with district policies.

Project Comparison:

- All projects involve supplementary staff and facilities.
- All but R-3 operate outside of the regular classroom.

Personnel

Project personnel include project directors, instructional and clerical staff and, for some projects, others involved in project management or instruction. This section describes their roles, tasks, and time commitments, and their necessary qualifications and skills.

Considerations:

- Lack of qualified candidates or district hiring policies may preclude hiring the caliber of staff required in some projects.
- The less structured projects require more expert personnel.
- It may be difficult to obtain expert personnel if the project appears to be temporary.

Project Comparison:

- A strong project director is one of the most important requirements for getting any of the projects started.
- Once under way, projects vary widely in their demands on both project directors and teachers.
- None of the projects depend on the talents of unique individuals.

Materials/Equipment

These two sections describe the project requirements for physical resources and explain how these resources are obtained.

Considerations:

- Project materials and equipment are closely tied to the instructional approach and must be acceptable in your district.
- A PIP does not include classroom materials or equipment. The district must be able to obtain them in time for an August or September in-service workshop.
- Appropriating the classroom space required for some projects may create hostility.

Project Comparison:

- Some projects require a wide variety of commercial and teacher-made materials, others use only one or two items.
- All six projects require extra classroom space.

Getting Started

This section provides a schedule of the major start-up tasks for the project director and others who begin work prior to September instruction.

Considerations:

- For most projects, key start-up tasks should be completed in the spring. If these tasks are delayed to coincide with the fiscal year, hiring appropriate teachers may be impossible, and other arrangements may be compromised.

Project Comparison:

- Key start-up tasks for all projects include ordering materials, orienting school staff, arranging for facilities, and hiring staff.
- Start-up schedules and specific tasks vary and may affect your choice of projects.

Adoption Criteria

This section summarizes the most important features to consider in selecting a project.

Considerations:

- There is no simple formula for determining the likelihood of success from the number of criteria that can be met in your district. A single problem may be sufficient reason to consider selecting another project. Your professional judgment must be your guide.
- Criteria related to the local acceptability of the project's instructional, management, and organizational features are summarized first. The criteria related to the availability of personnel, materials/equipment, and facilities, and to the ability to meet the start-up schedule are listed.

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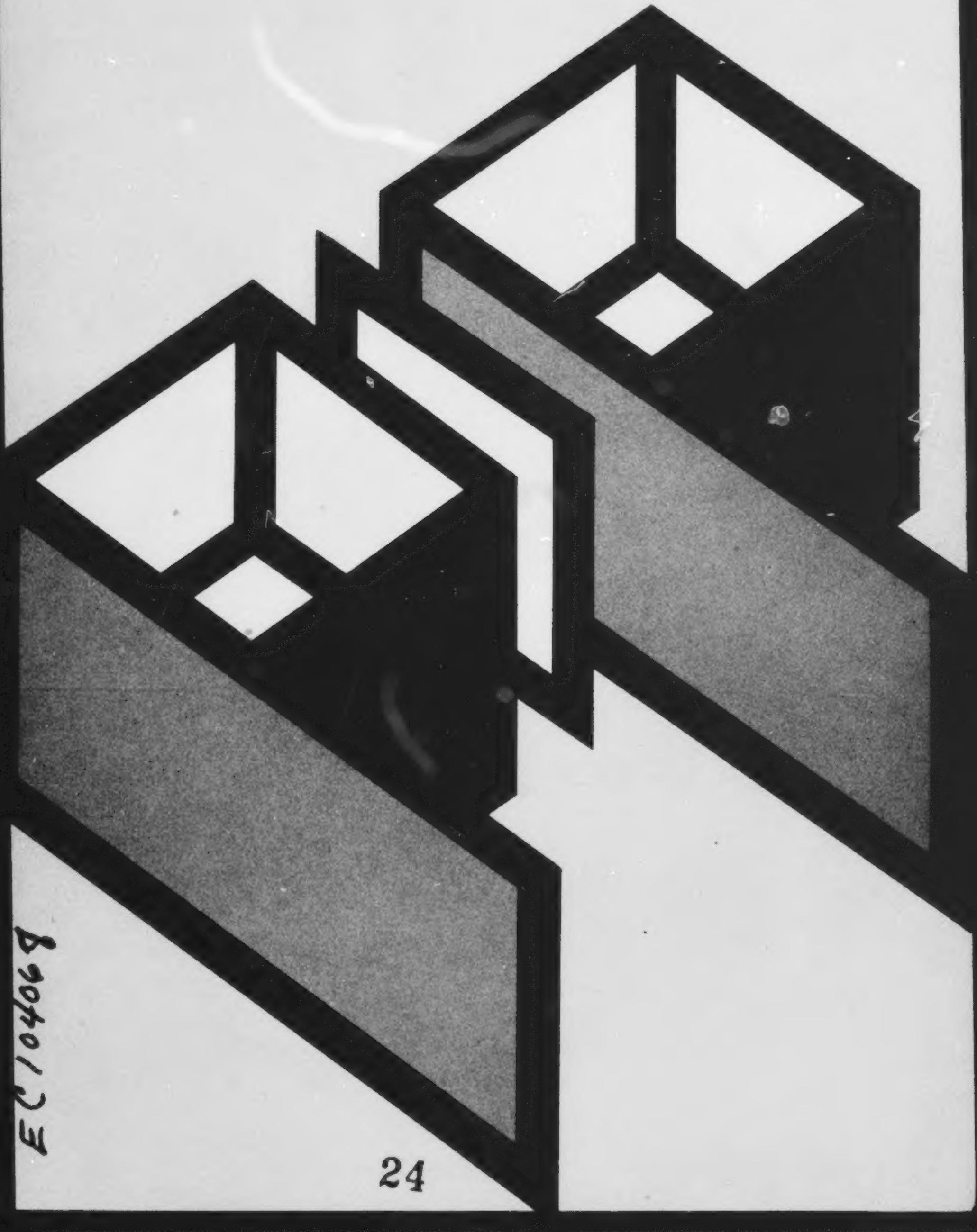
Project Catch·Up

Analysis and Selection Kit



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Project Catch-Up

Catch-Up is a project for students having difficulty in reading and math. Students leave their regular classrooms to participate.

Students	Kindergarten through sixth-grade students participate in Catch-Up. Students are nominated by their classroom teachers, and final selections are made in consultations between classroom and project teachers.
Staff	A half-time project director and secretary are needed for Catch-Up. Each Catch-Up lab has three teachers (one of whom is designated lead teacher), a paraprofessional aide, and volunteer parent aides.
Student/Staff Ratio	Staff members generally work with three students at a time, but they may have up to five. Each teacher in Catch-Up takes personal responsibility for the achievement of 18 students during the year, and each aide for 10 students.
Facilities	Each Catch-Up lab requires one classroom, typically located in the project school. The project director needs an office at the district administrative center.
Instruction	Catch-Up teachers and aides plan a variety of activities for each child focused on two or three specific skills that child needs to work on. Children work individually as the staff move about the room giving help where needed. A wide variety of materials is made available to meet whatever needs the students have.
Training	Catch-Up staff attend a two-week training workshop before the lab opens and monthly in-service meetings.
Scheduling	Project staff and classroom teachers jointly schedule students' attendance in the labs for daily 20- to 60-minute sessions. Attendance is planned to avoid conflict with important events in the students' regular classrooms.

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Catch-Up is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

Al jumps off the green kangaroo-shaped rocking chair in the Project Catch-Up laboratory, eager to tackle today's problem-- learning the "L" sound. He rubs a patch in a learning kit booklet that looks and smells like a lemon and then practices printing. He does a teaching machine lesson for "L" and attempts a test in criterion reading. Finally, he joins other students in a Spin-a-Sound game with one of the teachers, and he wins. On his way out of the lab, he pins his practice sheet on his own rocket-shaped progress chart and glances at a five-foot Pinocchio painted on the wall, emblazoned with the slogan, "I Did It."

Project Catch-Up

Catch-Up is a reading and math laboratory project for kindergarten through sixth-grade students. It features highly qualified teachers and aides who teach mornings only in an attractive, well-equipped laboratory using an eclectic approach.

The philosophy of Project Catch-Up is that students with special needs can catch up with other students. Teachers take responsibility for the achievement gains of 18 low-achieving elementary students in reading and math, and aides for the gains of 10. Staff members are free to use whatever techniques they choose and to purchase instructional materials, which they match to clearly defined objectives. They schedule time and activities flexibly to meet identified student needs. The atmosphere of the labs is free; students are encouraged to choose activities from among alternatives. The project operates mornings only, when students and teachers are fresh. There is one well-equipped, gaily decorated laboratory within each school.

Project Origin

Project Catch-Up was developed by local school personnel as an ESEA Title I project and has operated since 1966 in southern California's Newport-Mesa Unified School District, a large and generally prosperous area with pockets of poverty. The project capitalizes on the availability of qualified, part-time staff and the proximity of publishers' representatives. Catch-Up has been replicated in several other school districts across the country.

Instruction

- Teacher or aide selects activities to meet student needs.
- Individualized, eclectic instruction.
- Kindergarten through sixth-grade students.
- Flexible schedule, mornings only, 20 - 60 minutes daily.
- Student-teacher ratio during a period up to five to one.
- Teachers and aides personally responsible for achievement gains.

Catch-Up provides supplementary instruction for kindergarten through sixth-grade students who are behind in math and reading. The project can be limited to a narrower grade range, depending on the needs of the district.

Catch-Up uses an eclectic, individualized approach emphasizing personal attention, careful diagnosis, and a wide variety of learning methods and materials.

Selecting and scheduling Catch-Up students must be done individually between the project teacher and the regular teacher, based on each child's needs and preferences. Teachers and aides must choose the children they will work with for the entire year. Final selection and scheduling don't occur until four weeks after the school year begins; although the lag may seem inefficient, discussions during this time establish a working relationship between regular teachers and project staff.

In Catch-Up labs teachers and aides work with one to five children at a time who leave their regular classes for 20 to 60 minutes every morning. The schedule may vary from day to day, depending on student needs and agreements with regular teachers. Students move from one activity to another guided by the teacher and their activity folders. They work alone or in pairs on teaching machines and tests, and in small groups on games and teacher-directed activities. How long they spend each day on reading and math and the approaches staff members use are determined entirely by student needs as identified on criterion-referenced tests. Work is made easy enough so the child can constantly succeed.

Although the lab is well equipped with commercial materials, teachers and aides are always on the lookout for games and other stimulating items to meet particular student needs. They have a materials budget of $18 allocated yearly for each child. The student is never blocked from pursuing a skill until he has mastered it; teachers provide encouragement and as many activities as necessary to accomplish this goal.

Students' needs are determined by taking commercial tests. They take placement exams such as those used with programmed readers and criterion-referenced tests to determine specific skill deficiencies. The testing is interspersed with learning. When a teacher has identified two or three specific skills a child needs, he or she assigns several activities designed to teach those skills.

CAUTION: If administrators rather than teachers select and schedule students, they destroy the scheduling flexibility necessary for operating the project, fail to select students who most need the project, and take away the topic of discussion which could establish rapport between project and regular teachers.

CAUTION: If teachers are not given a personal budget for each child, they hesitate to ask for reimbursement, do not purchase the games or devices for students' special needs, and fail to look constantly for supplementary teaching materials.

Management/ Communication

- Responsive, action-oriented administrative support from project director.
- Project director rarely visits classrooms, arranges for in-service training, and directs the lab through the lead teacher.
- Daily contact between project and regular teachers.
- Teachers and aides share equipment and materials as an informal team.
- Parents involved in lab instruction whenever possible.

The Catch-Up management style is very light-handed. The project director acts primarily as a troubleshooter, so the teachers are free to spend their time on instruction.

The project director is not an instructional supervisor; he or she directs the lab through the lead teacher. The director does not substitute teach, require written lesson plans, or expect teachers to take time from instruction for record keeping.

A district-level administrator, the project director must be responsive and action-oriented. He or she acts quickly when problems arise. The director stays in daily phone contact with teachers and aides, responds quickly with supportive memos to teacher requests and comments, and approves materials orders daily.

The lead teacher reports to the principal on school matters and the project director on project matters. The project director occasionally asks the lead teacher from one laboratory to drop in at another to help solve a problem. Lead teachers meet with the project director once a month to discuss what is happening in the laboratories.

Within the lab, teachers and aides share equipment and materials without needing formal systems. They often combine their students on game day, but usually work with their own groups. Instructional aides have a role very similar to the teacher's. They are usually taking courses to advance on the career ladder. Aides teach; they do not run mimeograph machines or make bulletin boards for the teachers.

Project staff's daily, informal contacts with regular teachers are designed both to assure that learning in the laboratory supplements activities in the regular classroom and to encourage regular teachers to notice the slower students' improving abilities.

Project staff members encourage parents to join the school and district level parent advisory boards by sponsoring luncheons and offering babysitting services. The parents tell project staff what they want for their children. Teachers involve parents in learning by visiting homes, sending home suggestions for learning games, and inviting parents to visit and help with the project.

A month-long experimentation program is run during the summer.

CAUTION: Project directors who join the [illegible] of [illegible] [illegible] often improve their [illegible] [illegible] of teachers.

CAUTION: If project teachers wait for regular [illegible] to approach them, they fail to establish [illegible] relationships and do not modify [illegible] about their students' abilities.

CATCH-UP[1] ESTIMATING COSTS
(Three labs, 192 students)

	Number	Estimated Total Cost to Project
ANNUAL COSTS		
Personnel		
Project Director [2]	.5	
Secretary to Project Director [2]	.5	
Lead Teacher	3.0 [4]	
Teachers	6.0 [4]	
Instructional Aides	3.0 [4]	
Facilities [3]		
Project Director's Office	1	
Classrooms	3	
Materials/Equipment		3,600.00
Subtotal		
Other		
Summer Experimentation Fund (10% of annual budget)		
Total Estimated Annual Cost		
ADDITIONAL START-UP COSTS		
Personnel		
Project Director (March-August, 50% time)		
Lead Teacher (April-August, 10% time)		
Training Stipends for Staff (two weeks) [4]		
Materials/Equipment		15,900.00
Total Estimated Additional Start-up Cost		

---

[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within the district at no cost to project.

[4] Teachers and aides work part-time. Estimate two-thirds of full-time salary.

CATCH-UP ORGANIZATION

- Administrative personnel
  Project director and secretary (both half-time)

- Instructional staff
  Lead teacher
  Team teachers
  Instructional aides

- 64 children served each year in typical lab

Catch-Up requires a half-time project director and secretary to perform the administrative tasks associated with the projects. One team, headed by a lead teacher, is required for each Catch-Up lab.

Each Catch-Up teacher assumes personal responsibility for the progress of 18 students, and each aide for 10. In the lab, staff share instructional materials freely without any formal check-out systems. Aides in Catch-Up teach and are not assigned clerical duties such as record keeping and bulletin board display preparation. At any one time, a staff member will usually work with no more than five students in the lab.

A typical Catch-Up lab, as described above, serves 64 children with three teachers and one aide. However, smaller and larger projects have been successfully implemented. It would be possible, for instance, to have a Catch-Up lab staffed with only two teachers serving 36 children or one staffed with four teachers and one aide serving 82 children. The needs of particular schools in a district will determine the sizes of individual labs. Larger labs, however, should be allotted two connecting, or at least adjacent, classrooms to avoid crowding.

[redacted]

Personnel

The project director:

- is a capable administrator at the district level.
- is action-oriented.
- can hire capable project teachers and aides.
- works half-time.

Teachers:

- are skilled teachers of both reading and math.
- are willing to work half-time.
- can work effectively as a team.
- take responsibility for the achievement gains of 15 students.
- manage a materials budget.

Aides:

- teach 10 children and take responsibility for their achievement gains.
- provide community liaison.
- perform no clerical tasks for teachers.
- improve their teaching skills and work toward certification.
- manage a materials budget.

Parent aides:

- help students with practical needs.
- improve their own skills.
- may move into an instructional aide role.

The Catch-Up staff consists of a half-time project director, lead teachers, teachers, instructional aides, and parent aides. A part-time secretary provides clerical support to the project.

Catch-Up's success depends upon having an action-oriented director who must be willing to give the staff unusual autonomy and effective administrative support. Correspondingly, Catch-Up teachers and aides must be able to function with unusual autonomy.

Because Catch-Up requires half-time teachers (four hours per day) not employed elsewhere, the setting of the project is especially important. The originating site is located in a densely populated urban area. Many expert teachers who live there find it economically feasible and desirable to seek half-time employment. This minimizes the danger that they will abandon the project for a full-time job.

The originating site also offers a population of well-educated teachers who have team-taught, have used programmed reading, and are familiar enough with Catch-Up teaching techniques that they don't require much training. Unless a district has a pool of people available who have worked with such techniques, the project is not likely to work.

Catch-Up Project Director

Catch-Up requires a capable director, usually the director of federal projects or the district reading coordinator. The director must be sufficiently established in the district to carry out the project's sometimes unorthodox demands. Just as importantly, he or she must be in a position to identify potential teachers from among personal contacts.

The director must be willing to give the staff unusual autonomy and effective administrative support. He or she must be inventive, politically savvy, and action-oriented; Catch-Up cannot operate in a "wait-and-see" climate.

CAUTION: Project directors new to a district have difficulty getting purchase orders approved quickly and selecting capable teachers.

CAUTION: Inexperienced administrators often become over-involved with instructional issues.

Catch-Up Lead Teachers

A lead teacher is both an instructor and an ally and trusted friend of the staff. He or she keeps track of the materials budget, trains and works with aides, and provides liaison with the project director.

Lead teachers demonstrate teaching techniques during training and are occasionally sent by the project director to help solve problems in neighboring laboratories. They are skilled at greeting visitors, answering questions, and keeping in touch with the principal.

The lead teacher is more instructor than administrator; the project director does not double as lead teacher.

CAUTION: **Lead teachers who are not secure, highly competent teachers overplay their role.**

Catch-Up Teachers

Teachers have more responsibility than aides in ordering equipment and materials and directing individual children's learning and testing. Each teacher is personally responsible for the achievement gains of 18 students. This is not a group responsibility. It is this responsibility that orients teachers to strive to meet students' needs.

Teachers must already be capable and experienced instructors, able to capitalize on the flexibility offered by Project Catch-Up's design in a positive, participatory style. All of them must create an attitude of confidence in students while respecting their culture or ethnic background. Both teachers and aides master the use of a wide variety of new teaching materials and involve parents and regular classroom teachers in the children's progress. They are skilled at teaching both reading and math, and do not specialize in just one. They often volunteer time for planning.

CAUTION: **Teachers with little classroom experience have difficulty mastering use of myriad instructional materials and in guiding student learning.**

CAUTION: **If teachers have an afternoon job, the fresh, dedicated spirit in the lab is missing.**

Catch-Up Instructional Aides

The project director recruits instructional aides from the community served by the project, and therefore aides often provide project-community liaison. Though lacking credentials when they begin in the project, aides have many teaching skills and assume the role of teaching their own group of 10 students. They do not perform clerical tasks for teachers; the project director encourages them to earn credentials and become project teachers.

Aides at Project Catch-Up in the originating site had a special role in helping students who spoke little English. One teacher who worked with Spanish-speaking children was certified to teach in South America; though qualified, she was not certified in California. Another aide was a Chicano graduate student in psychology, and a third was a mother raised in South America who had not finished high school but had proved her exceptional skills as a parent aide.

Instructional aides should be chosen from among community members who are interested in teaching and have a great deal of potential, but who do not yet have the formal preparation to be teachers. Aide selection should be adapted to local needs so that people who show potential can work gradually into a teaching role.

CAUTION: Some teachers resist giving aides instructional responsibility.

CAUTION: Hiring an instructional aide who lacks potential to perform a teacher role leads to inadequate instuction for 10 students.

CAUTION: Local regulations may require that aides be supervised, but this supervision should be nominal unless the aide needs specific help.

Catch-Up Parent Aides

Volunteer parent aides, recruited by teachers, are especially sensitive to students who are hesitant and shy and help younger children with practical needs. Parent aides who show special promise are encouraged to move into instructional aide positions.

CAUTION: Staff members often do not realize that parent aides are actively recruited so parents can improve their own skills and help young children learn at home, not because they are a great help in the laboratory.

Materials/ Equipment

- A wide variety of commercial materials keyed to each skill.
- A materials budget under the control of each teacher and aide.
- Core materials and equipment available for start-up workshop in August.

Each Catch-Up lab contains a wide variety of highly motivational materials and equipment, providing alternatives in learning materials for each skill a child needs to learn. A core of commercial materials, described in the PIP, is made available from the onset of training. They range from programmed workbooks and criterion-referenced tests to Cyclo-Teachers, Computer-Tutors, and card games. Teachers are constantly on the lookout for new materials to meet specific student needs, on which they spend their $225 budget. They submit orders often and key materials to instructional objectives throughout the year. All materials are used only for the project.

About $6,500 provides one lab with the recommended core equipment and materials. The project director orders the core items in the spring so they will be available for training in August.

Teachers and aides have their own budget for materials needed to meet individual students' needs.

CAUTION: Project directors may be reluctant to give teachers control of the materials budget.

CAUTION: Delays in ordering materials can seriously hamper the project.

Facilities

- **An attractive, well-placed classroom exclusively for Catch-Up.**
- **Furnished with brightly painted tables and chairs, area rugs, and accent furniture.**
- **A project director's office in the district office building.**

The bright, nontraditional environment of a Catch-Up lab is vital to the project. The director must secure a large, comfortable classroom or temporary building available all day for the entire year. Staff must, on a limited budget, be able to decorate it gaily and imaginatively; different from other classrooms, it is a special place for students to come. The lab is close enough to the classroom to be considered part of the school, but is not near a stigmatized area such as a kindergarten might be for older children.

The project director secures a room with standard classroom furniture and adds ample cabinets, round tables, comfortable chairs, and area rugs. He or she removes most traditional student desks and cast-off furnishings; those remaining are brightly painted or modified.

The project director's fully equipped office is in the district office building, not the school. This helps establish the director's position as an administrator.

CAUTION: Upper-grade students going to laboratories placed near primary classrooms may view attendance as a stigma.

CATCH-UP GETTING STARTED

If your district elects to implement Catch-Up, and your application for the PIP is approved, the director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in March on a half-time basis to carry out the required management tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. orients personnel of tentatively identified schools and other relevent administrators in the district.
3. arranges with principals to designate space and confirms participating schools.
4. recruits and interviews prospective staff.
5. hires one lead teacher to begin part-time work in spring.
6. surveys furniture, materials, and equipment.
7. hires external evaluator or designs project evaluation.
8. orders necessary lab furniture, core materials, and equipment.
9. compiles available test scores and prepares tentative list of students eligible for the project.
10. monitors preparation of lab for training and student instruction.
11. finalizes staff selection and hiring.
12. plans start-up training workshop and arranges for consultants.
13. conducts two-week start-up workshop for staff.

	SPRING			SUMMER		
	March	April	May	June	July	August
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 2	XXX					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 4		XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 6			XXX			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 8				XXX		
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 10				XXXXXXXXXXXX		
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 12						XXX
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

ADOPTION CRITERIA

INTENTION

Select Project Catch-Up only if your school district can meet the following project requirements:

INSTRUCTION

- Teacher or aide selects activities to meet student needs.
- Flexible schedule, mornings only, 20-60 minutes daily.
- Teachers and aides personally responsible for achievement gains.

MANAGEMENT/COMMUNICATION

- Responsive, action-oriented administration.
- Daily contact between project and regular teachers.
- Teachers and aides share equipment and materials as an informal team.

ORGANIZATION

- Project serves 36-246 students.
- There are 18 students per teacher and 10 per aide.

Return Address:

____

____

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Request for CATCH-UP Project Orientation Materials
and
PIP Application Forms

he ______________________ School District wishes to implement a Catch-Up project sing a PIP. We realize that the supply of PIPs is limited and they will be made available only to districts interested in following the requirements they specify. These requirements are summarized below.

INSTRUCTION
- Individualized activities selected by teacher or aide to meet needs of first through sixth graders in reading or math.
- Flexible schedule, mornings only, 20-60 minutes daily per child.
- Teachers and aides personally responsible for achievement gains.
- Student-teacher ratio of up to five to one.
- Project staff makes final student selection.

MANAGEMENT/COMMUNICATION
- Project director provides responsive administrative support.
- Teachers responsible for instruction.
- Daily contact between project teachers and regular classroom teachers.
- Teachers and aides share equipment and materials as an informal team.

ORGANIZATION
- Administrative personnel: project director and secretary (each half-time).
- Minimum lab: one lead teacher, one teacher.
- Maximum lab: one lead teacher, three teachers, one aide.
- 18 students per teacher and 10 per aide.
- First year: one minimum lab (36 students) up to 3 maximum labs (246 students).

PERSONNEL
- A [illegible]-selected project director with district-level authority.
- [illegible] experienced part-time teachers work mornings only.
- Teachers donate extra time to Catch-Up as needed.
- Aides play a role similar to the teachers'.

MATERIALS/EQUIPMENT
- Alternative materials keyed to each reading and math skill.
- A $225 supplementary materials budget for each teacher.
- Core materials available before September implementation.

FACILITIES
- Attractive classroom for the exclusive use of each Catch-Up lab.

We can meet the schedule for getting started:
- Project director starts in March (half-time).
- Materials/equipment ordered in May.
- All staff selected by July.
- Two-week start-up training workshop for half days before school starts in the fall.

We understand that the PIP Application Forms require documentation of our intent and ability to adhere to the project requirements summarized above.

Signature of requesting official ______________________

Title ______________________

Address ______________________

____

____

CATCH-UP

ADOPTION CRITERIA

CAPABILITY

Select Catch-Up only if

The following resources are available:

PERSONNEL

- District-level, action-oriented administrator.
- Capable, experienced half-time teachers willing to volunteer extra time.
- Aides who play a similar role to the teachers'.

MATERIALS/EQUIPMENT

- Alternative materials keyed to each skill.
- A $225 materials budget for each teacher.
- Core materials available before September implementation.

FACILITIES

- An attractive lab exclusively for Catch-Up.
- Project director's office.

You can meet the schedule for getting started:

- Project director starts in March.
- Staff recruited in May.
- Materials/equipment ordered in May.
- All staff hired by July.
- Staff trained in August.

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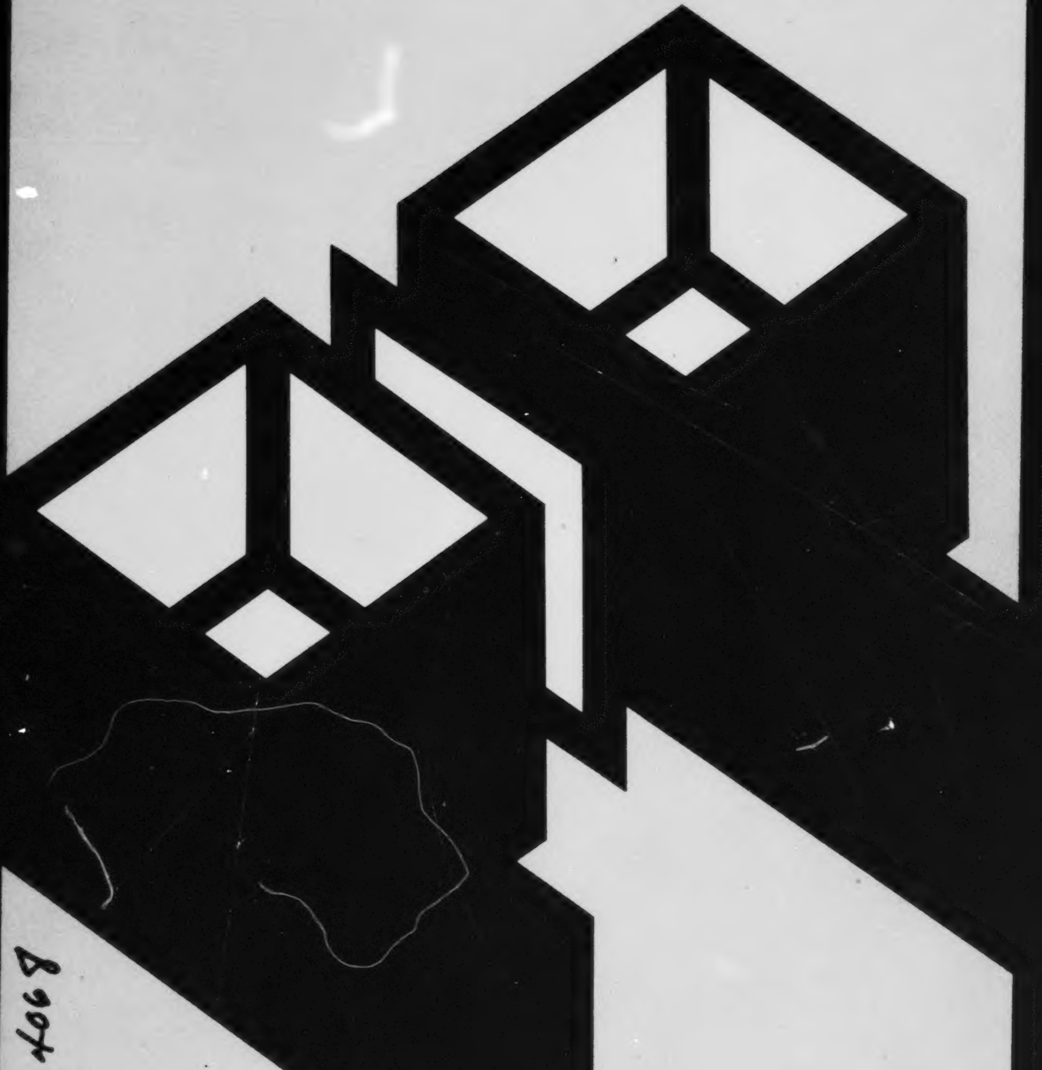
Project Conquest

Analysis and Selection Kit



EC107068

Project Conquest

Project Conquest is a program designed to help children in grades one through six become better readers. Students leave their regular classrooms to participate.

Students	Students are nominated by their regular classroom teachers. Final selection is made by the project staff and teachers and is based on results of the Conquest diagnostic procedure.
Staff	Conquest staff consists of a project director and secretary, reading coordinators, clinicians, aides, and clerks. The services of a counselor and nurse are also used in the project.
Student/Staff Ratio	A reading coordinator typically teaches four students per period, while a clinician works with six students per period. A reading coordinator and two clinicians can serve 80 students per year.
Facilities	Each Conquest lab requires one classroom, which is typically located in the school it serves. Labs in which first-grade repeaters, second, and third graders are served are called "reading rooms." The labs for fourth, fifth, and sixth graders are called "clinics." Students work in individual study carrels. Office space is required in the district office building for the project director and secretary.
Instruction	Conquest features an eclectic approach emphasizing personal attention, careful diagnosis, and a wide variety of learning methods and materials. Teachers follow a tightly sequenced pattern of diagnostic and prescriptive procedures.
Training	Instructional staff receives two weeks' training prior to the start of the project, and in-service training one-half day each week.
Scheduling	Each group of students spends one 50-minute period a day in Conquest. In general, students stay in Conquest for the entire year.

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TOPICS

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Conquest is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

Granville, a second-grader, is a little late to his Conquest session. The five other students are already in their carrels woking quietly on their programed readers.

Mrs. McLean promised Granville he would get to work on the controlled reader today, and he hopes he isn't too late. Right now, she is helping one of the students with vowel sounds. Granville goes to his carrel and begins work, anxiously awaiting his turn.

Conquest is a laboratory project for first-grade repeaters and second through sixth graders who have difficulty in reading. It features a carefully individualized, eclectic approach made possible by low student-teacher ratios and a wide variety of materials and equipment. Instructional and diagnostic procedures are highly structured, facilitating the task of individualizing instruction for a large number of students.

Conquest calls its reading laboratories "clinics" and "reading rooms." The difference in names depends on the grade levels served. First-grade repeaters, second, and third graders go to reading rooms, while fourth, fifth, and sixth graders go to clinics. Members of the teaching staff are called "clinicians." The clinical orientation sets the tone for the careful diagnosis of student problems. Children nominated by their classroom teachers are thoroughly screened for reading deficiencies and contributing health conditions prior to admission to the project. A nurse and a counselor work with problems outside the scope of the reading clinicians.

A student reporting to a Conquest room goes directly to his or her assigned carrel. The teacher usually lays out the required materials before the students arrive, and the students get right to work following their individualized lesson plans. The students are animated and attentive, but the atmosphere is orderly and quiet.

Students spend one period a day at Conquest. Part of the time is spent working in a programmed reading series, which helps provide structure to the instructional approach, although it is only one of many activities. Teachers choose from a wide variety of books, games, learning machines, and other materials to provide variety and to suit the learning needs of the students. Daily lesson plans usually include three or four different activities for each student.

Project Origin

Project Conquest was developed as an ESEA Title I project by school personnel in East St. Louis, Illinois, a large city where the majority of the population is black and poor. It has been in operation there since 1965 and has recently been tried out in selected school districts across the country.

Instruction

- Project determines sequence of activities and schedules.
- Students work mainly in carrels, guided by an activity folder.
- Individualized, eclectic instruction.
- Second- through sixth-grade students and first-grade repeaters.
- Daily 50-minute periods.
- Student-teacher ratio during a period six to one (clinicians) and four to one (reading coordinators).

Conquest provides supplementary instruction for second- through sixth-grade students who have problems in reading. First-grade repeaters also are served.

Conquest uses an eclectic, individualized approach emphasizing personal attention, careful diagnosis, and a wide variety of learning methods and materials. But while instruction is individualized for each student, teachers are carefully trained to follow essentially the same diagnostic and prescriptive procedures through the project. Although the project director makes every effort to get the best available teachers, Conquest procedures and continuing in-service training for teaching staff lead to the high quality of Conquest instruction.

Instruction takes place in labs designated reading rooms and clinics. The difference between these two is in grade level. Reading rooms serve first-grade repeaters, second, and third graders, while clinics serve students in fourth, fifth, and sixth grades.

Conquest clinicians and aides work in reading rooms and/or clinics with groups of six students. Each group spends one 50-minute period a day at Conquest. The project operates five periods a day, so each clinician serves 30 students. In general students stay in Conquest for the entire year.

One or more clinicians are designated reading coordinator. Coordinators work in reading rooms and/or clinics with groups of four students.

Their lighter student load gives them time to act as consultants to the other clinicians. In addition, reading coordinators may teach fewer than five periods per day so that they can assist clinicians in separate labs and help the project director with training and administrative duties.

Two features make Conquest instruction different from that of other reading projects. The first is the use of study carrels. Each student's name is fixed on a carrel, which becomes his or her personal work space. Students like carrels and work more independently in them, but the biggest effect of the carrels is that they eliminate the sense of commotion and make the Conquest rooms very orderly.

A second major instructional feature of Conquest is the use of a programmed reading series as an important part of the project. Many clinicians have their students start with programmed reading each day. This gives continuity to the sessions, and it means that each student can sit down and get to work without help from the teacher.

Once the students are settled and working quietly, the teacher can move from one to the next checking their progress and selecting new activities for the next day's lesson plans. Teachers keep individual charts in each student's folder, and the students follow them with very little help. The rule of thumb is 10 to 15 minutes on any one activity, but each student works at his or her own pace on different activities, so the changes are spread throughout the class period. The teacher has time to help where necessary and to work with individuals or small groups. Most Conquest students have a history of classroom failure, but they respond well to the combination of responsibility and success they experience in Conquest.

A key to the success that Conquest students experience is the careful diagnosis of their reading and personal problems. Conquest puts every nominated student through a carefully sequenced diagnostic process at the start of the year. The steps include a variety of reading tests and health checks to determine whether each student has the potential to benefit from Conquest and to provide clinicians with a clear picture of the problems of each child selected for the project. Careful monitoring of progress lets teachers make assignments that are challenging without being frustrating. The teachers learn the advantages of all the different Conquest materials and equipment during weekly in-service training. If they need help with any student, the project director and reading coordinators are always available.

Friday afternoons are reserved for in-service training, so afternoon students come to Conquest only four days a week. Thursday afternoon and Friday morning are reserved for instructional games. These provide variety and reward Conquest students for hard work during the week.

Students are nominated for Conquest by the regular classroom teachers. The Conquest teachers and project director make the final decisions on the basis of the diagnostic procedure.

CAUTION: Eliminating either the carrels, the programmed reading series, or the diagnostic procedure completely changes the nature of the project.

Management/ Communication

- **Strong instructional and administrative direction from the project director.**
- **Project director monitors instruction frequently and conducts weekly in-service training with the help of reading coordinators.**
- **Frequent contact between project and regular teachers.**
- **A variety of activities to involve parents in the project.**

The key to Conquest management is close supervision. The project director is both instructional and administrative supervisor. He or she determines the instructional approaches to be used, trains the teachers in these approaches, and monitors their performance in the project.

As instructional supervisor, the project director visits all Conquest labs frequently, observing instruction, checking student folders, and offering suggestions and advice. He or she also serves as a resource person, keeping abreast of the latest techniques and materials and, with the help of the reading coordinator, conducts the weekly in-service training sessions. To a large extent, these inputs from the project director determine the nature of Conquest instruction and are critical to project success.

As administrator, the Conquest project director is responsible for the usual planning, budgeting, troubleshooting, and personnel functions. The important considerations are that the project has adequate personnel and material resources.

Personnel include both teaching and auxiliary staff. The project director hires and fires staff, ensuring that only highly effective teachers stay in the project. He or she must also negotiate with the district for the part-time services of a nurse and a counselor. Without health and counseling help, many Conquest students are blocked from progress in reading.

Material resources include learning materials, equipment, and adequate classroom space. The project director must secure the funds for materials and equipment, and also plays the major role in their selection. Classroom space may be in short supply in Conquest schools, and it may be necessary to negotiate for extra, portable classroom space.

Conquest must operate as a cohesive project. Conquest teachers are housed in the schools they serve, but they are responsible to the Conquest project director in the district office rather than to the building principal. This special status is required to ensure the quality of the teaching staff and to maintain close communication within the project.

Reading coordinators assist the project director in advising and training less experienced clinicians, although technically all clinicians are responsible directly to the project director. As the size of the project increases, the task of managing Conquest becomes too much for a project director alone. Consequently, the management role of the reading coordinators becomes increasingly important.

The approval and cooperation of participating schools and parents are important to project success. Conquest teachers make a continuing effort to involve the regular classroom teachers by meeting with them during free periods and lunch and by encouraging them to visit the Conquest reading rooms and clinics. The project staff uses a variety of techniques to involve parents, from open houses to potluck suppers.

CAUTION: Without a strong administrator to direct the project, Conquest is ineffective.

CONQUEST: ESTIMATING COSTS [1]

(One Combined Reading Room/Clinic, 80 students)

	Number	Estimated Total Cost to Project
ANNUAL COSTS		
Personnel		
Project Director [2]	1.0	
Secretary to Project Director [2]	1.0	
Reading Coordinator	1.0	
Clinicians	2.0	
Aide	1.0	
Clerk	.5	
Counselor	.25	
Facilities [3]		
Project Director's Office	1	
Classroom	1	
Materials/Equipment		2,000.00
Total Estimated Annual Cost		
ADDITIONAL START-UP COSTS		
Personnel		
Project Director (March-August, 50% time)		
Reading Coordinator (August, full time)		
Training Stipends for staff (two weeks)		
Facilities		
Student Carrels (16)		1,600.00
Materials/Equipment		6,000.00
Total Estimated Additional Start-up Cost		

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[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within the district at no cost to project.

CONQUEST ORGANIZATION

- Administrative personnel
  - Project director and secretary
- Instructional staff (one combined reading room/clinic)
  - Reading coordinator
  - Two clinicians
  - One aide
  - One clerk (half-time)
- Auxiliary staff
  - Counselor (quarter-time for two combined reading room/clinics)
  - Nurse (initial screening, consulting)
- 80 students each year per combined reading room/clinic

Conquest operates with a full-time project director and secretary and a staff of reading coordinators, clinicians, aides, and clerks. The part-time services of a counselor and nurse are also used.

Reading coordinators and clinicians serve students in fourth through sixth grades in both reading rooms and clinics. A combined reading room/clinic is shared by one reading coordinator and two clinicians. Each combined classroom has an aide who provides instructional assistance and a half-time clerk for clerical tasks. A counselor within the district works closely with project teachers in providing services to students. Approximately a quarter-time commitment from a counselor is needed to serve every two combined reading room/ clinics. Nursing services are used primarily for medical screening of project-eligible students. Nurses are generally not paid with project funds.

It is advisable to begin the project with no more than two or three combined reading room/clinics. Conquest depends on the careful training and close supervision provided by the project director. These tasks become too demanding with a large, inexperienced staff.

Each reading coordinator instructs four children in each of five 50-minute sessions per day; each clinician teaches six children per session. This means that 80 students per year can be served by a single combined reading room/clinic.

Reading rooms and clinics are located in the schools they serve, or in nearby portable classrooms. Students participate in Conquest for a full year and are typically drawn from several classrooms in each school.

CAUTION: Starting out with more than two or three combined reading room/clinics makes it impossible for the project director to provide the necessary level of training and supervision.

Personnel

The project director:
- is a capable administrator at the district level.
- is an expert reading teacher.
- is an effective trainer.
- maintains the enthusiasm of the project staff.
- can direct and control instruction.
- works half-time initially and full-time when training begins.

Reading coordinators:
- are certified reading specialists.
- individualize instruction for four students per session.
- provide assistance to the project director in training and advising less experienced clinicians.
- monitor record keeping.

Clinicians:
- are capable, experienced teachers in the district or new teachers with strong potential.
- are conscientious record keepers.
- individualize instruction for six students per session.

Aides:
- have 30 semester units of college.
- assist clinicians with instructional and organizational tasks in the classroom.

Clerks:
- help with record keeping and producing materials.

Counselor:
- conducts group and/or individual counseling sessions with students.
- assists project staff in dealing with emotional needs of students.
- may administer tests and interpret results for teachers and parents.

Nurse:
- provides visual, auditory, and dental screening of eligible students, as well as referral and follow-up care.

The staff needed for Conquest includes a project director and secretary, coordinators, clinicians, aides, and clerks. The part-time services of a counselor and nurse are also utilized in the project.

A strong project director is the key to the success of Conquest. He or she must be a highly skilled instructional leader as well as a capable administrator. Although the project benefits from a well-qualified staff, only the reading coordinators need be certified reading specialists. A nurse and a counselor provide the part-time auxiliary services that help make Conquest unique.

Conquest Project Director

It is critical that the project director of Conquest be an expert reading teacher who commands professional respect in the district. He or she should also bring administrative experience or potential to the job.

In Conquest, the project director controls the instructional process. Therefore, project success largely depends on the professional expertise of the director, and on the quality of training and supervision he or she provides. The project director selects and orders materials and carefully trains the staff in the use of these materials within the framework of Conquest diagnostic and prescriptive procedures. Through regular in-service meetings and frequent visits to the labs, the project director closely monitors instruction. The project director also serves as a resource for new ideas and makes suggestions for helping individual students.

Authority and diplomacy are required to select the schools to be served and to gain the cooperation of school principals in arranging for classrooms and setting up lines of authority and communication.

The project director hires and fires the staff, insuring that only teachers who work effectively with Conquest procedures stay in the project. He or she must also negotiate with district administrators for the part-time services of a counselor and the consulting services of a nurse.

Maintaining close communication and good relations with nonproject personnel is a continuing administrative responsibility. The project director serves as mediator between project demands and the needs of the staffs in participating schools.

Most parent contact is coordinated by the clinician, but the project director supervises parent involvement and handles any difficulties that arise between parents and project teachers.

Other administrative tasks include review of clinician performance, purchase of materials and equipment, control of project budget, and project evaluation.

Conquest Reading Coordinators

The role of reading coordinators is to provide assistance to the project director in the training and support of less experienced clinicians. However, since the clinicians report directly to the project director and operate independently in the classroom, the reading coordinator functions more as a consultant than an authority figure.

Reading coordinators should have qualifications in addition to those required of clinicians. They should have a master's degree or be a certified reading teacher. In addition, they should have experience or demonstrated competence as managers.

The reading coordinators instruct four students per hour, coordinate instruction in the lab, provide clinicians with any assistance they need in testing and instruction, and monitor record keeping. Other major duties of the coordinators are to assist the project director with in-service training and to provide liaison between the Conquest lab and the school. The coordinators assist the project director in ensuring that the needs of principals and classroom teachers are considered, and that they are informed of student progress on a regular basis.

The number of students taught by reading coordinators varies with the size of the project. As the number of labs increases, the coordinator spends more time coordinating instruction, training, and assisting clinicians in the various centers, and less time is available for teaching students directly.

CAUTION: Clinicians resent heavy-handed supervision from the reading coordinator.

Conquest Clinicians

The initial skill of Conquest clinicians is less important than the personal qualities they need to develop close personal relationships with project students. It is essential that they be warm, responsive people who are able to provide the support and reinforcement needed to improve the self-concepts of Conquest children. Sensitivity to a child's frustration with learning enables clinicians to pace instruction to ensure success.

Because clinicians receive comprehensive training and close supervision in carrying out Conquest's procedures, they need not initially be skilled reading teachers. They should be new teachers with good potential, or the best available teachers in the district.

Clinicians instruct six students per session, individually and in small groups. While diagnostic and prescriptive procedures are largely structured, the clinicians make judgments about specific materials and activites to use with individual students.

Individualizing instruction for 30 students each day is a demanding task, requiring clinicians who are dedicated to the students and the project. When necessary, they must be willing to devote extra time and energy to make the project go.

Conquest Aides

Each combined lab has an aide to assist the clinicians with instructional and organizational tasks. Aides are selected who have had 30 semester hours of college. This qualification allows them to assist in the instructional process rather than simply set up equipment and monitor the entrance and exit of the children.

Conquest Clerks

Each combined lab requires a half-time clerk to assist in keeping records of test scores and individual lesson plans, and in the preparation of mimeographed instructional material.

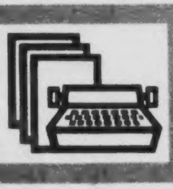
Conquest Counselor

The counselor provides part-time testing and counseling services to project students and acts as a consultant to the staff. The counselor is occasionally called upon to administer diagnostic and other tests and to interpret their results to clinicians or parents. In some cases, the counselor mediates among classroom teachers, clinicians, and parents concerning an individual student's placement in the project. He or she conducts group guidance sessions to help students adjust to clinic placement and, if qualified, provides individual therapy for children with emotional problems. During training, the counselor orients new staff members to the stress children may feel in being placed in the project, sensitizes the staff members to the kinds of emotional growth that can be fostered in the clinics, and helps clinicians do simple counseling in the classroom.

Conquest Nurse

To assess health conditions that may be contributing to students' reading difficulties, the consulting services of a district or school nurse are provided. These include a visual, auditory, and dental examination of eligible students, as well as referral and follow-up care.

Materials/ Equipment



- A wide variety of commercial materials keyed to each skill.
- Materials follow the diagnostic and prescriptive procedures used in the project.
- Core materials and equipment available for start-up workshop in August.

A programmed reading series plays an important role in Conquest and interlocks closely with the diagnostic and prescriptive procedures used. But there is also a wide variety of other commercial materials to teach the prescribed skills, ranging from teaching machines and books to filmstrips and games. Teachers attempt to keep student motivation and interest high by selecting materials that are not being used in the students' regular classrooms and by introducing three or four different activities during each session.

About $8,000 provides the core equipment and materials recommended in the PIP for one combined reading room/clinic. This amount varies widely depending upon the quantity of recommended materials already in the district. The project director, who is in charge of ordering project materials, orders the core materials in the spring so that they will be available for training before instruction begins. Clinicians are not strictly responsible for developing their own materials, but they are typically on the lookout for new activities to help students learn particular skills.

Clinicians in some of the tryout sites initially considered some of the project materials too easy or dull for the students. They were surprised to find that not only did students like them but, when used as specified, they worked.

CAUTION: Delay in ordering commercial core materials can seriously hamper project implementation.

Facilities

- **A classroom for each Conquest reading room or clinic, or one large classroom for a combined lab.**
- **Furnished with individual study carrels.**
- **Office space in the district office building for the project director and secretary.**

Conquest labs are appealing places for students to come. Well-equipped and colorfully decorated by the staff, they serve both to motivate and inform project children.

Each Conquest lab requires one classroom typically located in the school it serves. The classrooms are used full days for the entire year. If space is not available in the school or if the principal is reluctant to set it aside for Conquest, a nearby portable classroom should be used. Principals should not be alienated in the process of arranging space for the project.

Individual study carrels are vital to the Conquest labs. Each carrel is labeled with an individual student's name. Students like having their own personal work space, and teachers find that the carrels encourage students to work independently. Carrels also make it easier for clinicians to offer individual assistance to students.

Furnished and equipped office space for the project director and secretary is located in the district office building.

CONQUEST GETTING STARTED

If your district elects to implement Conquest, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in March on a half-time basis to carry out the required start-up tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. orients personnel of tentatively identified schools and other relevant administrators in the district.
3. arranges with principals to designate space and confirms schools to be served.
4. recruits and interviews prospective staff.
5. surveys materials and equipment.
6. orders necessary furniture, core materials, and equipment.
7. hires staff and arranges for services of a district nurse and counselor.
8. hires external evaluator or designs project evaluation.
9. sets up centers.
10. plans start-up training workshop.
11. conducts two-week start-up workshop for staff.

	SPRING			SUMMER		
	March	April	May	June	July	August
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 2	XXXXXXX					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 4		XXX				
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 6		XXX				
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 8			XXX			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 10						XXXXXXXXXXX
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

CONQUEST

ADOPTION CRITERIA

INTENTION

Select Conquest only if your school district can meet the following requirements:

INSTRUCTION

- Project determines sequence of activities and schedules.
- Students work mainly in carrels, guided by an activity folder.
- Student-teacher ratio during a period six to one or four to one.

MANAGEMENT/COMMUNICATION

- Strong instructional and administrative direction from the project director.
- Project director monitors instruction frequently and conducts weekly in-service training with help of reading coordinators.

ORGANIZATION

- Administrative personnel
  Project director and secretary (full-time)
- Instructional staff (one combined reading room/clinic)
  Reading coordinator
  Two clincians
  One aide
  One clerk (half-time)
- Auxiliary staff
  Counselor (quarter-time for every two combined reading room/clinics)
  Nurse (initial screening, consulting)
- 80 students each year per combined reading room/clinic.

CONQUEST

ADOPTION CRITERIA

CAPABILITY

Select Conquest only if

The following resources are available:

PERSONNEL

- Project director is a capable administrator and expert reading teacher.
- Project director can direct and control instruction.
- Reading coordinators are certified reading specialists or have master's degrees.
- Reading coordinators individualize instruction for four students per session, and assist project director.
- Clinicians individualize instruction for six students per session.
- Aides assist clinicians with instructional and organizational tasks in the classroom.
- Clerks help with record keeping and producing materials.
- Counselor assists project staff in dealing with emotional needs of students.
- Nurse provides visual, auditory, and dental screening of eligible students, referrals, and follow-up care.

MATERIALS/EQUIPMENT

- A wide variety of commercial materials keyed to each skill.
- Core materials and equipment available prior to first week of school.

FACILITIES

- A classroom for each Conquest reading room or clinic, or one large classroom for a combined lab.
- Individual study carrels.

You can meet the schedule for getting started:

- Project director starts in March.
- Schools to be served confirmed in April.
- Core materials/equipment ordered in April.
- Staff hired and services of counselor and nurse arranged with the district in May.

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High Intensity Tutoring Project

Analysis and Selection Kit

EC 104068

High Intensity Tutoring Project

HIT is a cross-age tutoring project for sixth through eighth graders having difficulty in reading and math. Students leave their regular classrooms to participate.

Students	Tutees are sixth and seventh graders; tutors are seventh and eighth graders. Tutees are selected by test scores and classroom teachers' judgment. Tutors participate voluntarily and are selected by project teachers.
Staff	A project director and secretary work part-time on HIT. Each HIT center is staffed by one full-time teacher selected from the project school and two full-time paraprofessionals.
Student/Staff Ratio	Ten to 12 tutor/tutee pairs are in a HIT center with three staff members for each half-hour period.
Facilities	Each HIT center requires one classroom, typically located in the project school. The project director needs office space in the district administration building.
Instruction	Instruction in HIT consists of fast-paced, almost rhythmic drill in basic skills and practice in programmed materials. Teachers select material so tutees answer 90-94 percent of the questions correctly each day. Teachers distribute candy and other rewards to tutees and tutors. Tutors affirm or correct each tutee response and record points earned.
Training	HIT teachers and aides attend a two-week training workshop before the centers open and weekly informal sessions throughout the year.
Scheduling	Students are scheduled by the project teachers in consultation with classroom teachers for daily half-hour sessions in each or only one subject. There are five tutoring periods everyday but Friday. Friday afternoons are reserved for in-service meeting and record keeping. Breaks between sessions are used for record keeping and organizing materials for instruction.

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TOPICS

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High Intensity Tutoring is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

As Suzanne walks into the HIT center, she remembers when she was a tutee two years ago, as a sixth grader. She had looked forward to becoming a tutor, to coming early and checking her tutee's folder, to being ready with drill materials, and finally to staying for a few minutes after class and playing a math game with the other tutors. Now that she does tutoring, she takes pride in the gains her tutees are making and enjoys helping them work fast to earn points. Today she'll tutor Carl, first with multiplication flash cards and a Roman numeral clock, then in a programed workbook. Carl was shy and slow at first, afraid of getting answers wrong, but Suzanne has noticed a real change in him since he began working on materials he can complete with almost no mistakes. Suzanne enjoys the rhythm of recording a slash for each right answer and sharing the right answer when her tutee makes a mistake, which isn't very often. She knows Carl looks forward to the candy rewards he receives, and she has found her role as a tutor even more rewarding than candy.

High Intensity Tutoring

(HIT)

High Intensity Tutoring is a cross-age tutoring project for sixth, seventh, and eighth graders. The project features drill in basic reading and math facts and use of programmed workbooks. Teachers distribute candy and other rewards based on points earned by tutees and tutors. Two well-respected teachers from each project school operate the reading or math HIT centers, each in a separate classroom. The unique features of HIT are its high intensity and cross-age tutoring.

HIT is fast paced. Tutoring lasts only 30 minutes, with the first 10 minutes devoted to quick drill. Tutees read word lists in reading and use flash cards and drill sheets in math. They spend the remainder of the period on programmed reading and math workbooks. HIT offers intense practice of basic skills rather than discussion, inquiry, or lecture methods.

HIT drill and programmed materials lend themselves to accurate, immediate correction. Tutors record each response as it is made and tell tutees correct answers as needed. Tutors do not break the pace for lengthy explanations, nor do teachers. The pace also keeps going despite changes in activities; tutees are kept busy while tutors obtain new materials.

Tutees are eager to earn points, one for each correct response, so they can have candy rewards. The short instruction period, structured drill materials, tutoring techniques, and candy rewards all contribute to the success of this high intensity instruction.

Teachers recruit tutors from the seventh and eighth grades to work with sixth- and some seventh-grade tutees. Teachers assign tutor-tutee pairs so that the tutor is approximately two years ahead of the tutee in reading and math skills. Tutees often advance to become tutors. Teachers and aides unobtrusively monitor tutoring, keep detailed records of the percent of errors each tutee makes, and assign materials tutees can complete with 90-94 percent accuracy.

Project Origin

HIT was developed by two reading teachers with reinforcement techniques suggested by a university consultant. It was an ESEA Title I project in Highland Park, Michigan, and has been in operation there since 1970. HIT has been implemented in several other school districts nationwide since its inception.

Instruction

- Done by tutors and managed by teachers and aides.
- Carefully structured and fast-paced.
- Uses programmed and drill materials.
- Sixth, seventh, and eighth graders.
- Thirty minutes of active drill.
- Student-staff ratio eight to one.
- Candy and other rewards for correct answers.

Instruction in both reading and math HIT centers follows a carefully delineated procedure. Tutees leave their regular classes, such as science, each day. Tutors who are about two years ahead of their tutees in skills work for half-hour sessions at a rapid pace, using flash cards, word lists, and other drill materials for approximately the first 10 minutes and programmed materials for the next 20.

Teachers and aides keep track of the progress of tutors and tutees, maintain daily progress charts for tutees, and assign harder or easier materials as necessary to ensure that students get 90-94 percent correct each day.

HIT teachers manage five sessions a day, monitoring and facilitating the tutoring process. They circulate through the center and make sure tutoring is going smoothly. Teachers and aides tutor when needed and occasionally are called on to answer questions. Tutors attend three sessions per week, missing a different class each day. They complete homework in classes they have missed.

For drill, HIT students in reading centers use a booklet with sets of word lists gradated for difficulty. Math center students use about 20 kinds of drill materials, including flash cards, fraction boards, Roman numeral clocks, and other teacher-made and commercial materials designed to teach basic facts.

In addition to drill materials, students use carefully structured programmed reading and math booklets. The materials which have been found to lend themselves best to tutoring require almost no directions; a similar format is used throughout the series so that time is not lost explaining what to do on each page. The materials have answers printed in the student's booklet in a way that facilitates immediate, accurate self-correction. Teachers identify a student's entry level in the materials by administering a placement test. Thereafter, students use one booklet after another in the series, with adjustments in assignments if their error rates show that harder or easier material is needed. Student time is considered valuable; the tutoring session is used entirely for skills practice. Students write only when they need to figure problems, and do reading orally. Assignments and materials are already on their desks when they arrive, and they proceed without roll call or announcements.

Since some students do not respond to programmed materials, teachers must be prepared to diagnose their needs and make other assignments, placing the students with expert tutors.

Rewards, an integral part of the HIT process, are distributed according to the number of correct answers (hence points) tallied for tutees and sessions attended for tutors. Students usually select candy, though other rewards also may be offered.

CAUTION: Many teachers object to using candy as a reward.

CAUTION: Teachers must be capable enough to manage instruction without interrupting the pace of tutoring.

Management/ Communication

- Management is minimal with project run by expert and well-respected teachers from each school.
- Requires the principal's cooperation and help.
- Requires good public relations within and outside the school.

In HIT, the project director is a district-level administrator, probably running many other projects along with HIT. Because of this, and because HIT teachers manage instruction with almost no supervision, it is crucial that the HIT project director be able to identify two of the best-respected teachers in each school. The director must have enough influence in the district, especially with the principals, to secure their release. Along with this vital task, much of the director's other important work takes place during the early stages. Between May and the following September, he or she paves the way for the project. Thereafter, the director's role is providing help as needed for the implementation of a straightforward set of learning experiences. Because both planning and instructional phases draw upon the resources and the cooperation of the schools where the project takes place, the director relies upon the building principals for day-to-day support and cooperation.

HIT requires scheduling a great many students for half-hour sessions. This causes considerable trouble for school personnel. Lengthening the period results in boredom and misbehavior, so it is recommended that administrators plan some way of operating HIT with half-hour periods, perhaps as part of study-hall periods. Scheduling should be delayed until after school begins and be completed by teachers. Project teachers can then consult with regular teachers about their recommendations on which students should come to the HIT centers as tutors, and so that the project teachers can describe the project personally to regular teachers. The fact that well-respected teachers from the school operate the HIT centers smooths the difficult early weeks of the project. Once the project is in motion, the director need work only 10 percent time to keep the project running smoothly.

The main budgetary responsibility of the director is to allocate to the teachers a monthly reward allowance that is used to purchase candy and other prizes for tutees and to cover the cost of field trips for the tutors. The director also balances the budget at the end of each month.

The other major management responsibility in HIT is training. The HIT project director must either conduct two weeks of training before school opens to model tutoring behaviors and explain record keeping and scheduling, or hire a consultant to conduct appropriate training for HIT.

Once school begins, the project's very capable teachers and aides are able to run HIT with only minimal assistance from the director. The project's structured mechanism virtually runs itself, step by step, as the year progresses. The director is always available to the center staff when problems arise. In-service training is held each Friday afternoon. Sessions are often spent completing records or sharing ideas. Occasionally HIT teachers meet with the project director for discussion.

CAUTION: A project director without influence may not be able to convince principals to release two expert reading and math teachers from their regular assignments to operate HIT.

CAUTION: Scheduling half-hour sessions for HIT is very difficult.

HIT: ESTIMATING COSTS[1]
(Four centers, 240 tutees, 320 tutors)

	Number	Estimated Total Cost to Project	
ANNUAL COSTS			
Personnel			
Project Director[2]	.1	________	
Secretary to Project Director[2]	.1	________	
Teachers	4.0	________	
Aides	8.0	________	
Facilities[3]			
Project Director's Office	1	________	
Classrooms	4	________	
Materials/Equipment		500.00	
Other			
Rewards, Tutor and Tutee		2,400.00	
Total Estimated Annual Cost			________
ADDITIONAL START-UP COSTS			
Personnel			
Project Director (April-August, 25% time)		________	
Training Stipends for Staff (two weeks)		________	
Materials/Equipment		1,500.00	
Total Estimated Start-up Cost			________

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[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within district at no cost to project.

HIT ORGANIZATION

- Administrative personnel
  Project director and secretary (both 10% time during school year)
- Instructional staff (per center)
  Teacher
  Two aides
- 50-70 tutees and 70-100 tutors served each year

HIT requires a project director to work one-quarter time during project planning and start-up and 10 percent time during the school year. Secretarial support is needed for the director.

With 10 to 12 tutor/tutee pairs in the center at one time, up to 70 tutees and 100 tutors can be involved each year.

HIT should begin with at least two centers in both reading and math in the district so the project staff can support one another and share instructional ideas.

HIT centers are located in the schools they serve or in neighboring relocatable classrooms. Students drawn from all the sixth, seventh, and eighth grade classrooms participate all year.

CAUTION: Two aides are needed in each HIT center.

CAUTION: Increasing the number of students served dilutes HIT's effectiveness.

Personnel

The project director:

- is a capable administrator at the district level.
- hires two of the best-respected teachers in each project school.
- works 25 percent time initially and 10 percent time once instruction begins.

Teachers:

- are well respected in their school as expert teachers of reading or math.
- have many years of successful teaching experience.
- can work well with two aides.
- can tolerate detailed written record keeping.
- can accept the new role of monitoring highly structured tutoring process.

Aides:

- have organizational skills similar to those of the teachers.
- monitor tutoring.
- assist with record keeping.
- accept an aide's salary for a role similar to that of the teachers.

The HIT staff consists of a part-time project director, teachers, and aides.

The success of HIT depends more on the qualifications of teachers than on the project director's skills once teachers are selected. Teachers should be carefully selected from the project schools' staff of established teachers, not brought in from outside. Aides must have good organizational and management skills, since their role is similar to the teachers'.

HIT Project Director

HIT requires a director who is an established, district-level administrator (often the federal projects director), willing and able to allocate to the project 25 percent time initially and 10 percent time after the project has begun.

The director must be able to identify participating schools and to convince those principals to assign their two best-respected teachers to the project and to offer continuing support and coordination of the project within their schools.

The project director must be able to convince teachers of the good results that come from cross-age tutoring and must help secure permission from tutors' teachers for their release. He or she must also be able to present the project to the schools and community so that it is understood and accepted.

During the early phase of the project, the director has the tasks of ordering materials and compiling lists of potential center participants. He or she determines what test data are already available, plans any necessary further tests, and integrates pre- and posttesting with the regular school schedule. The project director must also either carefully plan and conduct HIT training before school starts or hire a consultant to do this.

CAUTION: Project directors who are parallel with teachers in the district hierarchy have too little influence with principals.

CAUTION: Project directors who wait for volunteers or principal nominees may end up with poor teachers or have to hire from outside the school.

CAUTION: Principals acting as project directors are likely to hesitate to act on matters that affect another principal's school or on budgetary matters usually handled at the district office.

HIT Teachers

Teachers in HIT typically have many years' successful teaching experience as well as previously established working relationships with other teachers in the school. Highly successful, they are chosen by the project director from among the best reading and math teachers in the school. In a smoothly functioning HIT project, the regular teachers know that the HIT teacher's role is complementary to their own. The project teachers must be able to proceed in a way that takes into account the needs of the regular teachers, fully understanding the project's role within the total school program. A typical HIT teacher is a former reading specialist, well known in the school as capable.

HIT teachers must have extensive organizational skills. They must keep close track of the activities, schedules, and progress of both tutors and tutees. They must also provide guidance to their tutors and aides while treating them as fellow instructors.

A tolerance for extensive, detailed paperwork is necessary for HIT teachers. With the help of the aides, they maintain daily progress charts for all tutees and each day figure the number of correct responses and the percentage of errors made in order to adjust students' assignments for the following day, as necessary. They also keep track of attendance of tutors and tutees, of the points earned by the tutees, and of the inventory of rewards in stock.

Teachers must be familiar with and willing to follow a highly structured instructional procedure. They must be able to monitor and facilitate the tutoring process, circulating through the HIT center during each period to check progress and ensuring that tutees are receiving correct feedback. They must be willing to use the entire period for tutoring and forgo didactic interaction with the class.

Finally, teachers must be able to use commercial programmed reading and math materials. Two sets of such materials make up the bulk of the materials used in HIT. Teachers must be able to make drill materials that lend themselves to the tutoring process.

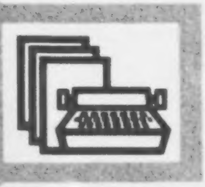
CAUTION: Teachers who enjoy giving didactic presentations to the class may find it hard to assume a role as monitor of tutoring.

HIT Aides

Aides in the HIT center have or are developing skills similar to those listed for teachers, but they are not certificated. They must be able to ensure that students are working correctly on the materials the teacher has assigned to them. The aide constantly circulates through the center during sessions, making sure that the tutee-tutor pairs are using proper materials and that the tutor is providing adequate feedback. Aides also check to see that the students are recording the correct number of points earned. Aides, with teachers, complete the detailed records kept on student progress each day.

CAUTION: Since they have a similar role to that of the teacher, aides should be chosen who won't resent having lower pay for a similar job.

Materials/ Equipment



- Drill and programmed materials in reading and math centers.
- Supplementary books and games.

In both reading and math HIT centers, students use drill and programmed materials along with placement tests and standardized tests. Drill materials are designed to teach basic sight vocabulary in reading and basic facts in math. Comprehension and problem-solving skills are taught using programmed and supplementary materials.

The materials can be used simultaneously by tutors and tutees. Tutors reinforce their basic skills by checking each answer as it is made.

The project director orders a sufficient supply of HIT materials at all levels in a series so that students may begin the program directly after the placement test. Tutees enter answers on acetate sheets so that materials are reusable. Publishers have encouraged delaying ordering until after students take a placement test, but this delays beginning instruction for several weeks. Since many students will be using the same set of materials during different periods, it is wise to order about 20 complete sets.

Finally, HIT provides some supplementary books as a reference library for tutors and tutees to use at the end of the school year if they finish all the programmed readers. HIT centers are also supplied with a few games to be used occasionally.

CAUTION: HIT uses fewer colorful and popular new instructional materials than some other projects.

Facilities

- Large, quiet, and well-located classrooms.
- Furnished with 10-12 pairs of student desks or tables and chairs that allow for tutoring.
- Fully furnished office space in the district office building for the project director and secretary.

Each HIT project school must have a large classroom available for each HIT center. The classrooms should be located in a convenient place for students. The rooms should be comfortable and accoustically adequate to absorb some of the noise of fast-paced tutoring. If two classrooms are not available, administrators might consider installing only a reading (or math) HIT center, or installing temporary buildings to house the project. Care should be taken not to take space for a HIT center at the expense of some other important area in the school, such as the gym, teachers' lounge, or a needed classroom. Students should not be asked to go for special help to a confining, windowless, or tiny room.

No special furniture is required for the project. The classrooms should be equipped with 10 to 12 pairs of student desks, one pair for each tutor to use with his or her tutee. The project director may wish to order special tutoring desks or tables if regular desks are not available.

In addition, the HIT center classrooms should contain a locked cabinet for storing candy rewards, file cabinets for student records, a teacher's desk, and two or three tables and a storage shelf for instructional materials.

HIT GETTING STARTED

If your district elects to implement HIT, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start quarter-time in May to carry out the required start-up tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. orients personnel of tentatively identified schools and other relevant administrators.
3. makes tentative selection of teachers and arranges with principals for their release.
4. surveys furniture and materials.
5. orders necessary furniture and materials for centers.
6. hires external evaluator or designs project evaluation.
7. interviews aide applicants.
8. completes aide interviews and selects aides.
9. monitors preparation of centers.
10. plans start-up training workshop for staff.
11. conducts start-up training workshop for staff.

	SPRING			SUMMER	
	May	June	July	August	September
Task 1	XXX				
Task 2	XXX				
Task 3	XX				
Task 4		XXXX			
Task 5		XXX			
Task 6		XXX			
Task 7			XXX		
Task 8				XXXX	
Task 9					XXXXXXXXXXX
Task 10				XXXXXXXXXXXXXXXX	
Task 11					XXXXXXXXXX

ADOPTION CRITERIA

INTENTION

Select High Intensity Tutoring only if your school district can meet the following project requirements:

INSTRUCTION

- Carefully structured and fast-paced.
- Done by tutors and managed by teachers and aides.
- Candy and other rewards for correct answers.

MANAGEMENT/COMMUNICATION

- Minimal outside direction, with teachers running project.
- Requires principal's help.
- Requires good public relations within and outside school.

ORGANIZATION

- Serves up to 70 tutees per center.
- Tutees in sixth and seventh grade and tutors in seventh and eighth.
- Each center has one teacher and two aides.
- Two to four centers per district.

ADOPTION CRITERIA

CAPABILITY

Select High Intensity Tutoring only if

The following resources are available:

PERSONNEL

- District-level administrators work 25 percent initially, then 10 percent.
- Two expert and well-respected teachers from each project school.
- Four aides monitor tutoring and assist with record keeping.

MATERIALS/EQUIPMENT

- Word lists and programmed materials for reading.
- Flash cards and other drill materials, and programmed workbooks for math.

FACILITIES

- Ten-twelve pairs of student desks.
- Large classroom with standard furniture.

You can meet the schedule for getting started:

- Project director starts in May.
- Teachers selected in May.
- Materials ordered in June.
- Aides hired in August.
- In-service training in August - September.

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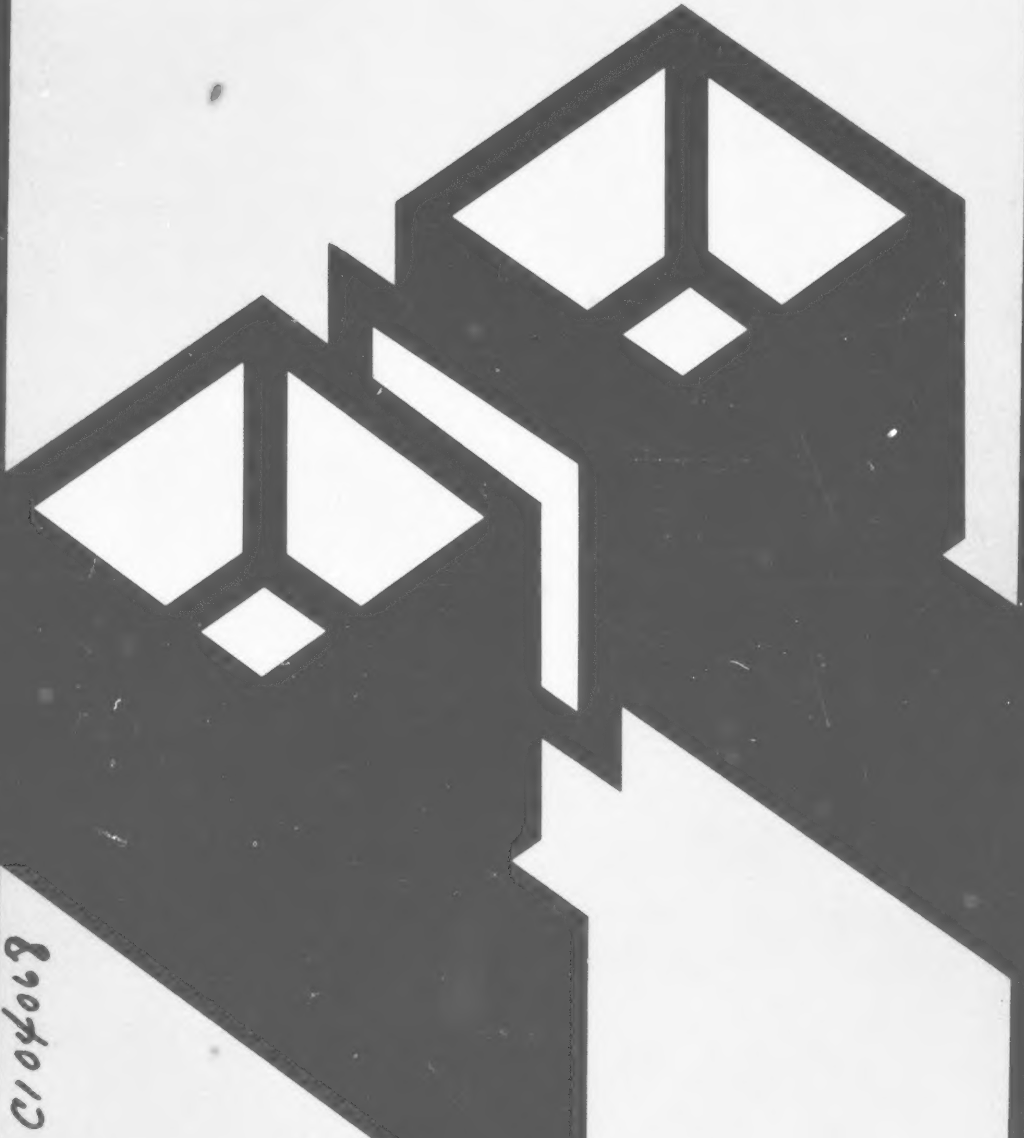
Intensive Reading Instructional Teams

Analysis and Selection Kit



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Intensive Reading Instructional Teams

IRIT is a project for third, and some fourth, graders who are having difficulty in reading. Students leave their regular classrooms to participate.

Students	Students are nominated for IRIT by their regular classroom teachers and principals on the basis of test scores and teacher judgment. Final selection is made by IRIT teachers.
Staff	IRIT staff consists of a half-time project director and half-time secretary, three teachers per team, and a team secretary. One member of the team is designated leader.
Student/Staff Ratio	Each team member teaches 15 students per period. One team can serve 135 students per year.
Facilities	Three separate classrooms and an office are required for each team. Office space in the district office building is required for the project director and secretary.
Instruction	IRIT uses an eclectic, individualized approach in its three reading areas--decoding, vocabulary and comprehension, and individualized reading. IRIT teachers choose among a wide variety of methods and materials in designing instruction for each student.
Training	Team members receive two weeks' training before instruction begins, and semi-monthly in-service sessions once the project is under way.
Scheduling	Students spend three hours each morning during one of the three 10-week IRIT cycles. Three groups of 15 students rotate from one teacher to the next at one-hour intervals, so that every student spends one hour in each reading area. Teachers spend each afternoon developing and coordinating lesson plans.

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TOPICS

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Checklist 18

Intensive Reading Instructional Teams is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

In one corner of the gaily decorated classroom, two third graders are engaged in an animated word game. In the center of the room, another student leans earnestly across a low table, gesturing as she explains her book to the teacher. A dozen others work quietly at tables or learning machines.

The word game breaks up. The two students check their folders for their next assignments and go their separate ways.

FUN!

Intensive Reading Instructional Teams

(IRIT)

Intensive Reading Instructional Teams is a laboratory project for third (some fourth) graders with difficulty in reading. It features a carefully individualized, eclectic approach made possible by low student-teacher ratios and a wide variety of materials and equipment. The unique features of IRIT are high intensity and a team approach to instruction.

Students selected for IRIT report to the project rooms for an intensive, three-hour session every morning, five days a week for 10 weeks. The all-morning sessions immerse the students in reading and language learning, and also prove attractive to the regular classroom teacher. Since participating classes each send about 10 students to IRIT, the greatly reduced class size lets the regular teacher work closely with the remaining students for the 10 weeks that the IRIT students are gone. Of course the new skills and attitudes acquired by students in IRIT continue to simplify the teacher's job after the students return.

An IRIT team consists of three exceptionally skilled reading teachers, each with a separate classroom and each specializing in a different area of reading. The team handles 45 students in each of three 10-week cycles, 135 students per year.

Students are divided into three equal groups which move from teacher to teacher at hourly intervals. This means that each teacher must provide individualized instruction for all 45 students every morning. Not only must the instruction be individualized for each student, it must be carefully coordinated among the three teachers. This planning and teamwork is made possible by another unique IRIT feature: teams devote the entire afternoon to preparation, coordination, and professional development.

Project Origin

IRIT was developed by school personnel with ESEA Title I and state funds in Hartford, Connecticut, a generally prosperous city with large economically depressed areas. IRIT has been in operation there since 1965, and has recently been tried out in selected locations throughout the United States.

Instruction

- Teacher selects activities within subject area.
- Students move from activity to activity guided by folder.
- Individualized, eclectic instruction.
- Third (some fourth) graders.
- Three-hour periods for 10 weeks.
- Student-teacher ratio 15 to one.

IRIT provides supplementary instruction for third-grade students with problems in reading. Some fourth graders may be included at the discretion of the teams and the regular teachers.

IRIT uses an eclectic, individualized approach emphasizing personal attention, careful diagnosis, and a wide variety of learning methods and materials. The exact procedures followed with any single student are left largely to the IRIT teachers, although the project director monitors instruction and gives advice. Thus the teacher is the key to IRIT instruction, and the quality of the instruction rests largely on the talents of the teachers.

An IRIT team of three teachers works with 45 students at a time. The 45 students attend IRIT daily for one 10-week cycle, spending three hours per morning in the IRIT classrooms. The 45 students are divided into three heterogeneous groups of 15 students each, and they keep the same groups throughout the cycle. Each IRIT teacher has a separate classroom and concentrates on a different area of reading. The three groups of students rotate from one classroom to the next at hourly intervals, so that every student covers all three reading areas each day, and each teacher teaches all 45 students.

The three IRIT areas are decoding, vocabulary and comprehension, and individualized reading. The general approach to learning is similar in all three areas. Classrooms are warm, gaily decorated learning centers filled with a wide variety of commercial and teacher-made materials, equipment, and games. The team conducts a thorough program of diagnostic testing at the beginning of the cycle, and teachers carefully monitor or retest students throughout the cycle, using materials appropriate to each reading area. Daily, individual records and lesson plans are kept for each student, and students quickly accept responsibility for following their lesson plans with a minimum of prompting. The teachers move from student to student, occasionally working with pairs or small groups. The atmosphere is free and warm but, at the same time, orderly and serious. Students with a history of failure become involved and successful in the IRIT program, and the improved self-image and work habits show up quickly in the regular classroom.

The three reading areas differ in terms of goals and materials. Decoding concentrates on basic phonics skills which are lacking in nearly all IRIT students. Much of the decoding instruction is really drill, but games, learning machines, and interesting materials make it attractive to the students.

These basic skills are useful only if practiced in context, and the vocabulary and comprehension room focuses on integrating the decoding skills into practical reading skills. Students use equipment, programmed materials, and learning games to expand their vocabulary and improve their ability to get the meaning out of complete sentences and paragraphs.

Freed from the need for skill-building drills, the individualized reading teacher focuses on building a desire to read. The room is filled with books and materials which are relevant and appealing to the students. Students select and read books that they like and discuss them with the teacher. They also take part in activities and games aimed at general language development.

IRIT procedures for selecting students play a key role in project success. Team teachers meet with sending teachers before each cycle to discuss the children nominated for IRIT and the materials that the sending teachers would like IRIT to emphasize. Final selection of students is made by the IRIT team on the basis of test scores and teacher recommendations.

The IRIT approach has been tried with children from first through sixth grade, but it has proved most effective with third graders. The instruction is probably too intense for most younger children.

CAUTION: If exceptionally skilled, creative reading teachers cannot be selected for the project, IRIT is not effective.

Management/ Communication

- **Instructional and administrative leadership from project director.**
- **Project director visits teams weekly and conducts semi-monthly in-service training.**
- **Main contact between project and regular teachers at beginning and end of cycles.**
- **Teachers have afternoons for preparation.**
- **Demonstration center emphasis.**

The IRIT management style falls halfway between supervising the teachers closely and giving them complete freedom. The project director provides administrative support and instructional leadership. The intensive, team approach provides the framework in which the teachers can work effectively. But the IRIT instruction itself is largely under the control of the IRIT teachers.

As instructional leader, the project director visits each team at least weekly (more often during the first year) offering suggestions and advice. He or she also serves as a resource person, keeping abreast of the latest techniques and materials and conducting regular in-service training sessions. These inputs are important to project success, but serve more to supplement the teachers' own ideas than to control their classroom activities.

As administrator, the IRIT project director is responsible for the usual planning, budgeting, troubleshooting, and personnel functions. Because the teachers are so important to the success of the project, hiring the right teachers is one of the director's most important tasks. Once they are hired, the project director must make sure that they have the material resources, the preparation time, and the level of morale that they need to teach effectively.

The project director must arrange for good classroom space and get the funds to equip the rooms well. Teachers play the major role in selecting materials, and each team controls its own yearly materials budget. In addition, teachers are expected to create many special-purpose materials on their own.

There is no time in a normal teacher's day to individualize instruction for 45 students, prepare materials, coordinate with the other team members, and participate in frequent in-service training sessions. IRIT teachers are given all afternoon to accomplish these tasks, with full pay but free from teaching responsibilities.

IRIT demands extra effort from the teachers, so morale must be high. The delicate balance between project director supervision and team independence is a critical management factor in maintaining good morale. In addition, regular project-wide in-service training meetings and daily cooperation within each team provide IRIT teachers with mutual support and help keep morale high.

IRIT must operate as a cohesive project. Teams may be housed in regular school classrooms, but all team teachers are responsible to a single IRIT project director in the district office rather than to the school principal. This special status is required to ensure selection of highly qualified teachers and to maintain close communication within the project.

One member of each team is designated as "team leader" by the project director and serves as team spokesman, providing liaison with the project director and the regular school staff. The team leader may help with in-service training or take on other special duties, but does not supervise the other team members.

Within a team the organization is democratic, with each teacher responsible for his or her own reading area. Even though classrooms are separate, however, teachers must work together closely in the afternoons to coordinate instruction for all students.

The approval and close cooperation of the schools is critical to project success. IRIT teachers view the project as a service to the regular classroom teachers, and IRIT has formal procedures for including the classroom teacher in the selection of students and learning materials. IRIT also serves as an active demonstration center for local teachers and outside educators, and involves teachers and parents in a variety of activities, such as open house and graduation ceremonies.

CAUTION: Heavy-handed supervision by the project director wastes the talents of the IRIT teachers and destroys morale.

CAUTION: Failure to involve the regular classroom teachers undermines support for the project, and IRIT cannot survive.

IRIT: ESTIMATING COSTS [1]

(One Team, 135 Students)

	Number	Estimated Total Cost to Project	
ANNUAL COSTS			
Personnel			
Project Director [2]	.5		
Secretary to Project Director [2]	.5		
Lead Teacher	1.0		
Team Teachers	2.0		
Team Secretary	1.0		
Facilities [3]			
Project Director's Office	1		
Team Office	1		
Classrooms	3		
Materials/Equipment		1,500.00	
Other			
Transportation of students (if required)			
Total Estimated Annual Cost			
ADDITIONAL START-UP COSTS			
Personnel			
Project Director (March-August, 50% time)			
Lead Teacher (August, full-time)			
Training Stipends for Teachers (two weeks)			
Materials/Equipment		6,000.00	
Total Estimated Additional Start-Up Cost			

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[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within the district at no cost to project.

IRIT ORGANIZATION

- Administrative personnel
  Project director and secretary (half-time)

- Teams
  Team leader
  Two team teachers
  Secretary

- 135 students (one to three schools) each year per team

IRIT requires a half-time project director (with half-time secretarial support) and one or more teams of three teachers. One member of each team is designated as "team leader." Ideally, each team has a full-time secretary.

It is advisable to begin the project with only one or two teams, since planning and implementing a new project place a heavy load on the project director during the first year. As project operation becomes more routine, the director will be able to devote time to the additional training and coordination required by a larger number of teams. In the originating district, a half-time director manages four teams.

Each team teaches 45 students in each of three 10-week cycles, so that in a year one team can serve a total of 135 students. Experience has shown that 15 students at a time is about the maximum that one IRIT teacher can handle. Teachers would like even smaller groups, but project costs would rise accordingly.

In most cases, each IRIT team serves more than one school per year. The team may be housed in one of the schools it serves or in a separate building. However, housing a team in a separate building increases transportation problems and costs and isolates the IRIT teachers from the sending school staff.

Typically, a team serves students from its home school for one or two cycles and transports students from other schools for the remaining cycles. Where necessary, two schools may send students to a single cycle, but the logistics become more complicated as the number of sending schools per cycle is increased.

CAUTION: Attempting to serve many schools simultaneously with one team leads to scheduling and transportation problems.

Personnel

The project director:

- is a capable administrator at the district level.
- is an expert reading teacher.
- can hire unusually capable project teachers.
- maintains the enthusiasm of project staff.
- can provide instructional leadership to the project.
- works half-time.

Team leaders:

- are certified reading specialists or consultants within the district.
- communicate with the project director, school staff, and parents.
- coordinate team activities.

Teachers:

- are well respected in the district as exceptionally skilled teachers of reading.
- have at least two years' experience in the district.
- can work effectively as a team.
- are original and creative in developing specialized reading materials.
- instruct 15 students per session.
- manage a materials budget.

Team secretary:

- helps with record keeping and producing materials.

The IRIT staff is composed of a half-time project director and three teachers per team, one of whom is designated team leader. The project director is assisted by a half-time secretary, and a full-time secretary is required for each team.

The success of IRIT depends heavily on the caliber of the project personnel. The project director must be a dynamic but sensitive administrator, and an expert in teaching reading. Teachers must be expert reading teachers and must be able to work well in a team.

IRIT Project Director

IRIT demands a highly skilled and dynamic project director who is an able administrator and who is respected in the district as an expert in teaching reading.

The project director's first task is to gain the cooperation of school principals and teachers in arranging for space, adapting schedules, setting up lines of authority and communication, and making initial arrangements for student selection. These negotiations must be handled with authority and diplomacy if the project is to achieve the necessary support in the district.

The project director must also hire the highly skilled teachers required for the project and must command their professional respect. He or she must have the self-assurance required to give teachers a great deal of independence, and the tact required to provide the support and supervision necessary for effective instruction.

Maintaining close communication and good relations with non-project personnel is a continuing administrative responsibility. The project director serves as a mediator between project demands and the needs of the home and sending school staffs and as a clearinghouse for information on IRIT techniques and materials.

Most parent contact is coordinated by the teams, but the project director supervises parent involvement and handles any difficulties that arise between parents and project teachers.

Other administrative tasks include review of teacher performance, review of materials orders, control of the project budget, and project evaluation.

Instructional skills include training and consulting. During the two-week start-up training workshop, the project director trains the teachers in IRIT philosophy and procedures and helps them learn to use the materials that he or she has ordered. Through weekly visits and semi-monthly in-service sessions, the project director serves as a resource for new ideas and makes suggestions on strategies and materials to team members.

CAUTION: A project director who has the necessary reading expertise may want to control instruction and may be unwilling to allow enough autonomy to attract and hold the capable teachers required.

IRIT Team Leaders

The position of team leader is more of an administrative convenience than a delegation of formal authority, since all of the IRIT teachers are highly qualified and able to operate independently. However, team leaders have qualifications in addition to those required of the other two team members. They should be certified reading specialists or consultants who are capable of coordinating team activities and providing professional leadership. They should also have the interpersonal skill and diplomacy required to serve as a communicator between the teams and nonproject personnel. The team is not technically under the authority of the home school, and it is essential for the team leader to communicate frequently with the principal if good relations are to be maintained.

As additional teams are added, the team leaders' role becomes increasingly important, especially in organizing communication between the project director and team members.

CAUTION: Team leaders do not supervise team teachers.

CAUTION: Failure to designate a team leader usually suggests excessive involvement by the project director.

IRIT Teachers

Exceptionally skilled and dedicated teachers are needed to fulfill the unusual demands made by IRIT. Each teacher is expected to individualize instruction for 45 students each day and coordinate this instruction with the other team members and sending teachers. This means that teachers must have sufficient expertise and professional independence to diagnose needs and apply current instructional approaches to their own special reading area with little supervision.

The highly individualized nature of IRIT requires teachers that are original and creative in developing specialized reading materials. Each team member must also be a conscientious record keeper and lesson planner. Individual lesson plans and progress records for all 45 students must be constantly kept up to date and be available for inspection by visitors.

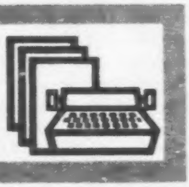
IRIT teachers have a warm personality and are able to develop a close personal relationship with the project children. Since many of the students will have a background of failure, the teacher needs to be able to improve self-concepts by providing a supportive atmosphere and by reinforcing student success. The ethnic and racial mixture of the typical project student population requires teachers who respect all cultures.

To find such teachers, the originating project director requires that candidates have at least two years' experience in the district and are respected as excellent teachers of reading. Their classrooms must demonstrate their talent for creating original teaching materials, and they must welcome the IRIT role as a demonstration teacher.

IRIT Team Secretary

Each team requires secretarial help for the production of teacher-made materials and the extensive record keeping. A full-time secretary for each team with experience in these areas is highly desirable.

Materials/ Equipment



- A wide variety of commercial and teacher-made materials keyed to each skill.
- A materials budget under the control of each team.
- Core materials and equipment available for start-up workshop in August.

Each of the three IRIT classrooms is provided with a wide variety of highly motivational materials and equipment. A core of commercial materials described in the PIP is common to all teams, but each teacher is expected continually to develop original materials tailored to the needs of individual students. Filmstrips, records, games, typewriters, workbooks, basal readers, reading kits, and a variety of books for individual reading are used in the project. Decoding and Vocabulary/ Comprehension materials and criterion-referenced tests also facilitate instruction.

About $7,500 provides the recommended core equipment and materials for one team. The amount varies depending upon the quantity of recommended materials already present in the district. The project director orders the core materials in the spring so that they will be available for training in August.

Once the project is under way, each team has its own materials budget and decides how funds are to be spent. The project director's role then becomes one of making suggestions and recommendations and approving orders submitted by the teams.

CAUTION: Project directors may be reluctant to give teams control of the materials budget.

CAUTION: Delays in ordering commercial core materials can mean the failure of one or more project cycles.

Facilities

- **Three separate, attractively decorated classrooms for each team.**
- **Furnished with brightly painted tables and chairs.**
- **An office for the team and team secretary located near the classrooms.**
- **Fully furnished office space in the district office building for the project director and secretary.**

IRIT's warm, brightly decorated learning centers are essential to project success. They offer an attractive contrast to regular classrooms and help generate the sense of enthusiasm and vitality that characterizes the IRIT teachers and students.

The project director arranges for the three separate, preferably adjacent classrooms required for each team. The rooms are used full-time by IRIT. Classrooms are most appropriately located in a home school.

Teachers are responsible for arranging and decorating their individual classrooms. In fact, they are selected partially on the basis of the imagination and skill with which they decorated their regular classrooms. The rooms are furnished with tables and chairs that can be brightly painted or modified.

An office for the team and the team secretary should be located fairly close to the classrooms. Furnished and equipped office space for the project director and secretary is in the district office building. This location reinforces the director's position as administrator.

CAUTION: Three separate classrooms are required. Partitioning one large room has not proved satisfactory.

IRIT GETTING STARTED

If your district elects to implement IRIT, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in March on a half-time basis to carry out the required start-up tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. orients personnel of tentatively identified home and sending schools and other relevant administrators in the district.
3. arranges with principals of home schools for space and confirms home and sending schools.
4. recruits and interviews prospective staff.
5. surveys materials and equipment.
6. orders necessary furniture, core materials, and equipment.
7. hires teachers (one team leader begins August 1).
8. hires external evaluator or designs project evaluation.
9. arranges for transportation if requi[illegible].
10. makes arrangements for September student selection meeting.
11. sets up IRIT classrooms.
12. plans start-up training workshop and arranges for consultants.
13. conducts two-week start-up workshop for teachers.

	SPRING			SUMMER		
	March	April	May	June	July	August
Task 1	XXX					
Task 2	XXXXXX					
Task 3		XX				
Task 4		XXXX				
Task 5		XXX				
Task 6		XXXXX				
Task 7		XXXXXXXXXXXXXXX				
Task 8			XXX			
Task 9			XXX			
Task 10				XXXX		
Task 11				XXXXXXXXXXXXXXXXX		
Task 12				XXXXXXXXXXXX		
Task 13						XXX

IRIT

ADOPTION CRITERIA

INTENTION

Select IRIT only if your school district can meet the following project requirements:

INSTRUCTION

- Teacher selects activities within subject area.
- Students move from activity to activity guided by folder.
- Student-teacher ratio 15 to one.

MANAGEMENT/COMMUNICATION

- Instructional and administrative leadership from project director.
- Teachers have afternoons for preparation.
- Demonstration center emphasis.

ORGANIZATION

- Administrative personnel
  - Project director and secretary (half-time)
- Team
  - Team leader
  - Two team teachers
  - Secretary
- 135 students (one to three schools) each year per team.

IRIT

ADOPTION CRITERIA

CAPABILITY

Select IRIT only if

The following resources are available:

PERSONNEL

- Project director is a capable administrator and expert reading teacher.
- Project director can provide instructional leadership to the project.
- Team leaders are certified reading specialists or consultants within the district.
- Team leaders coordinate team activities.
- IRIT teachers are well respected in the district as exceptionally skilled teachers of reading.
- IRIT teachers are original and creative in developing specialized reading materials.
- Team secretary helps with record keeping and producing materials.

MATERIALS/EQUIPMENT

- A wide variety of commercial and teacher-made materials.
- A materials budget under the control of each team.
- Core materials available in August.

FACILITIES

- Three separate, attractively decorated classrooms for each team.
- An office for the team and team secretary located near the classrooms.

You can meet the schedule for getting started:

- Project director starts in March.
- First-year schools confirmed in April.
- Core materials/equipment ordered in April.
- Teachers hired in May.
- Two-week start-up training workshop in August.

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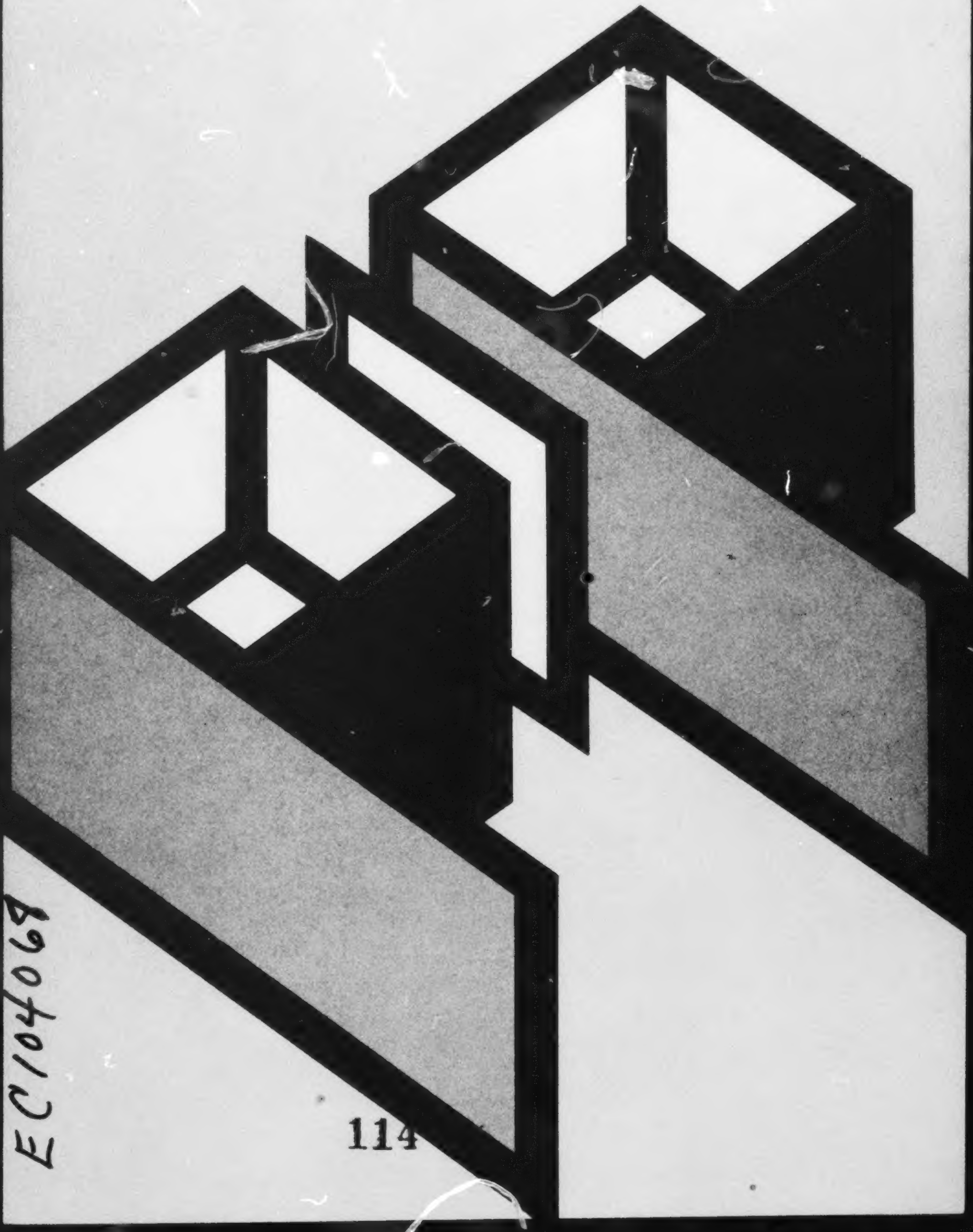
Programed Tutorial Reading

Analysis and Selection Kit



EC104069

Programed Tutorial Reading

PTR is an individualized tutoring project for first graders having difficulty learning to read. Students leave their regular classrooms to participate.

Students	All entering first graders are tested in beginning reading skills. Students in the lower quartile are selected for tutoring.
Staff	PTR staff are a project director, tutorial supervisors, tutors, and a secretary. The director and secretary work part-time. The supervisors are experienced, credentialed teachers. Tutors may be adult paraprofessionals or high school work-study students.
Student/Staff Ratio	Tutors work individually with each student for 15 minutes daily. A tutor can instruct seven children every two hours.
Facilities	Each tutoring station consists of side-by-side seating for the tutor and student in a quiet place. Tutorial supervisors need a space to work at each project school. The director and secretary need equipped office space.
Instruction	Tutoring is controlled through the use of programmed kits purchased directly from one of six publishers. The instruction consists of guided drill and practice work in the basal reader that matches the tutoring kit.
Training	Tutors receive two and a half days of training prior to beginning instruction.
Scheduling	Each project school principal schedules students for tutoring in consultation with classroom teachers. Generally, students stay in PTR for the entire first grade.

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Programed Tutorial Reading is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

One of the high school PTR tutors was working with a first grader. The child was doing fairly well, but every time the tutor told him so, he would stop and say, "I'll be damned." Then he'd continue reading. The tutor would make another positive statement and the child would again say "I'll be damned." The tutor later found out in talking with the principal and the teacher that the child came from a home where he was never, never praised. The tutoring relationship was one of the very few in which he ever received any praise.

Programed Tutorial Reading

(PTR)

Programed Tutorial Reading is a highly structured tutoring project for first graders. It supplements regular classroom reading instruction and is conducted by either paraprofessionals or high school tutors, not teachers. The project uses tutoring kits designed to match six of the most commonly used basal reading series in the country. These kits present tightly designed tutoring programs that carefully control the instructional patterns used by the tutor.

The 15-minute tutoring sessions for participating first graders in Programed Tutorial Reading are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits matched to the readers. The programs in the kit specify in detail what to teach and how to teach. They are designed so that all decisions made by a tutor about a child's reading are limited to judging the correctness or appropriateness of answers. The tutoring programs are unlike conventional programmed instruction in that they are designed for the tutor. The programs employ a tutoring technique based on a series of test-teach-test steps that tell the tutors exactly what to do when a child responds to a reading item.

Project Origin

Programed Tutorial Reading for first graders was developed at Indiana University in 1965 with the support of ESEA Title I funds. It was first used in the Indianapolis public school system and has since been adopted by many other school systems across the country. The PTR project descriptiona in this booklet and the PIP are based on the successful Farmington, Utah, PTR project.

Instruction

- Programs followed verbatim by the tutors.
- Employs programmed tutoring materials for the tutor.
- First-grade students.
- Lasts 15 minutes a day for each child all year.
- Uses paraprofessional or high school tutors.
- Supplements regular classroom reading instruction.

Instruction in Programed Tutorial Reading is controlled by the 11 different tutoring programs (called Item Programs) designed for the tutors. These tutoring programs were developed to supplement reading skills such as comprehension, oral reading, word analysis, and sentence completion. The tutoring programs are systematically structured. As the child reads each item, the program tells the tutor verbatim what to say. The Oral Reading Item program, for example, tells the tutor to ask the child to read a sentence (i.e., to say "Can you read this?"). If the child has difficulty reading a word in the sentence, the tutor is instructed to say "Go on." After the student has finished the sentence, tutors follow the tutoring program's next steps exactly as they are presented to teach the missed words.

The tutoring process employs frequent and immediate feedback as well as individualized pacing. Clues, not answers, are given to the child. Positive reinforcement is given appropriate to the student's response to each item. As the child works through each task, the tutor records the incorrect responses on a record chart, but the child is never told an answer is wrong. The child first attempts all the items within a lesson. The tutor teaches the child the missed items, following verbatim the instructions given in the Item programs, and then tests for mastery. The tutor uses these test-teach-test steps throughout the tutoring session.

Programed Tutorial Reading, designed to serve children in first grade, has proved to be effective with children in the bottom quartile in national test score distribution in reading. Children are tested early in the fall by their classroom teachers. They are then selected to participate in PTR on the basis of their standardized test scores. Teachers are asked for their opinions about which children would most benefit from supplemental reading tutoring to validate the selection procedure.

Scheduling the PTR students for tutoring is a joint effort by the teachers, the school principal, and the tutorial supervisor, who closely monitors the tutoring process. Each child is scheduled for 15 minutes with the same tutor each day for the entire school year. Tutors work either inside the classrooms in a quiet corner or in nearby classrooms set up exclusively for tutoring. They take the students to their tutoring stations and work for 15 minutes, escorting them back to their classrooms at the end of the sessions.

Instruction in PTR is methodical and repetitive, yet it is conducted in an atmosphere of supportive warmth and interest between the tutor and student. It is essential, therefore, that tutors be both committed to and capable of following the prescribed format and genuinely interested in the children they teach.

CAUTION: Good results cannot be expected if the procedures of programmed tutoring are not followed verbatim.

Management/ Communication

- **Most tutoring management functions delegated to tutorial supervisors.**
- **The support of principals and teachers is critical.**
- **Rapport between supervisors and tutors is crucial.**

Prior to the start of school, management tasks include project planning, staff recruitment and selection, and materials and facilities procurement. The project director assumes full and active responsibility for these tasks. After the project has operated in the schools for about a month, however, the director's involvement requires only about 15 percent time. Daily management of tutoring is assigned to the full-time tutorial supervisors who report directly to the director.

The major management tasks for the PTR project director are the establishment and maintenance of effective channels of communication among district personnel associated with the project and parents of participating children. The elementary school principals are the conduit through whom project communications and coordination with teachers and parents are channeled. They are responsible for the overall administration of the project in their own schools. Since tutoring involves releasing children from the regular classrooms each day, the project director must take special care to orient elementary school principals and teachers effectively and enlist their goodwill for PTR. Effective communication with the principals lays the foundation for the working relationship that will follow among teachers, tutors, and tutorial supervisors. If high school students are used as tutors, the project director must also work with high school principals and counselors to select and schedule tutors.

The daily management of the tutoring is the responsibility of the tutorial supervisor once the project is well under way. The supervisors monitor the tutors closely to maintain the quality of tutoring, especially making certain that tutors follow the tutoring programs exactly. Tutors should come to regard their supervisors as supportive resource persons on whom they can rely for guidance in tutoring techniques and for solving general problems that may arise. The supervisors also assure that student progress reports are given to teachers each week and work closely with principals to maintain teacher support for PTR. In general, problems are channeled to the principals by the tutorial supervisors through the project director, although in some instances supervisors may go to the principals directly.

The communication, coordination, and support necessary to insure project success in the schools are most effectively established by following a definite sequence in project planning and orientation and staff selection. To assure the principals' support and cooperation in integrating the project into their schools, the director orients principals as soon as the project is awarded to the district. The director makes certain that the principals understand the purposes of the project clearly so they can in turn communicate to the regular teachers and school parents how the project will reinforce classroom reading, not supplant it. The director also recruits and selects the tutorial supervisors early so they can assist in recruiting tutors and in winning teacher support for the program. The principals also are brought into the tutor selection process and have final say over who will be hired. This sequence of orientation, staffing, and involvement clarifies the lines of supervision for all staff members from their first contact with the project.

CAUTION: Teacher resentment and lack of support for PTR will result in noncooperation in scheduling children or punishment of children through make-up work.

CAUTION: Effective management/communication cannot be expected if the project director diminishes the role of the principals in PTR.

PTR: ESTIMATING COSTS[1]
(300 Students)

	Number	Estimated Total Cost to Project	
ANNUAL COSTS			
Personnel			
Project Director[2]	.15	______	
Secretary to Project Director[2]	.15	______	
Tutorial Supervisors (one for each 40 tutors)	____	______	
Tutors: some combination of			
Adult Paraprofessional (one for each 15 students)	____	______	
and/or			
High School Students (one for each 7 students)	____	______	
Facilities[3]			
Project Director's Office		______	
Tutoring space		______	
Materials/Equipment		250.00	
Total Estimated Annual Cost			______
ADDITIONAL START-UP COSTS			
Personnel			
Project Director (June-August, 35% time)		______	
Tutorial Supervisors (August, 50% time)		______	
Materials/Equipment		1,250.00	
Total Estimated Additional Start-up Cost			______

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[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within the district at no cost to project.

PTR ORGANIZATION

- Administrative personnel
  Project director and secretary (both 15 percent time)
  Tutorial supervisors (one for each 40 tutors)
- Instructional staff
  Tutors
- Seven students every two hours for each tutor

PTR requires a 15 percent time project director and secretary and one tutorial supervisor for each 20 to 30 tutors. The number of tutors depends on the number of students participating. A tutor can instruct seven children every two hours. Tutors may be either adult paraprofessionals or high school work-study students. Adult tutors usually work full-time; high school tutors usually work two hours a day.

PTR is administered in the project schools by the principals. The tutorial supervisors are responsible only for the instructional activities of the tutors. The principals govern all other aspects of the tutors' time in the schools. Principals must therefore be thoroughly acquainted with PTR and strongly supportive. This arrangement also requires that the supervisors and principals keep in close contact with each other.

Typically, each tutorial supervisor monitors tutors in several schools, the actual number depending on the number of tutors in each building. When a supervisor has responsibility spread over a large number of schools, consideration should be given to the amount of time necessary for inter-school travel in deciding how many tutors the supervisor should monitor.

CAUTION: Tutorial supervisors will be ineffective in maintaining the quality of tutoring if they are assigned more than 40 tutors to monitor.

Personnel

The project director:

- is a capable administrator.
- can oversee training effectively.
- works an average of 25 percent time until implementation begins, then 15 percent time.

Tutorial supervisor:

- is a certified teacher within the district.
- is respected in the district as a competent teacher.
- monitors the quality of tutoring.
- plans and conducts in-service training for tutors.
- works closely with principals in coordinating project activities.

Tutors:

- are paraprofessionals or high school work-study students.
- are conscientious record keepers.
- follow the prescribed instructional format exactly.
- model attitudes and behaviors children can emulate.
- effectively communicate with teachers.

The staff needed for Programed Tutorial Reading are a project director, tutorial supervisor, and tutors. A district pool secretary is assigned as needed by the director, generally for no more than 15 percent time.

The director recruits and hires the tutorial supervisor and tutors. As the title suggests, the supervisor monitors the tutors and acts as project-school liaison agent. Tutors, trained by the director and supervisor, instruct the students and report their progress to their teachers.

PTR Project Director

The project director is most active in PTR prior to the start of school and the actual tutoring. Once the project is successfully launched, daily management of tutoring is delegated to the tutorial supervisor.

The director, a skilled and experienced administrator, must be a self-starter capable of setting and attaining work goals on his or her own initiative. Prior to project operation, the director is responsible for arranging with principals for tutoring facilities, ordering materials, orienting principals and other administrators, planning for parent orientation and participation, and training. Human relations skills and training abilities are indispensable assets for the PTR project director.

After initial project start-up, the director becomes primarily an on-call consultant and provides liaison for the project's daily operation. The director is kept in touch with project progress through biweekly meetings with the tutorial supervisor and the director must always be accessible in case problems arise.

PTR Tutorial Supervisor

The tutorial supervisor should be an experienced, certified professional respected in the district for both technical competence and sensitive leadership in school activities. He or she must be responsive and open in dealing with other people while remaining firmly committed to maintaining high standards for project operation. As the liaison person between the school and the project, the supervisor must be able to establish rapport with school principals, classroom teachers, and tutors.

During the summer prior to project operation the tutorial supervisor plays a major role in preparing for fall implementation.

After instruction begins, the supervisor's main responsibility is monitoring the tutoring activities of as many as 40 tutors, making sure each tutor follows the tutoring programs exactly. The supervisor must be alert to difficulties tutors may be having and able to plan and conduct in-service training sessions to deal with them. Finally, the supervisor guides the operation of the project within the regular school environment by working closely with each school principal.

[redacted]

PTR Tutors

The PTR tutor may be either an adult paraprofessional or a high school work-study student. The basic requirements are that the tutor be comfortable in close relationships with young children, nonjudgmental, and respectful toward children who may not initially respond well to the attention or the process involved in tutoring. Tutors must have an attitude of real concern about the students they instruct, yet not be over-solicitous. The tutor plays an important modeling role for the students and so is selected for his or her conscientious industriousness as well as warmth and concern.

The tutor must be able and committed to learn and follow the PTR tutoring procedures without deviation. The tutor is also responsible for preparing weekly student progress reports and presenting them to the classroom teachers. Therefore, he or she must be able to establish rapport with teachers without being intrusive or abrasive.

[illegible]

Materials/ Equipment

- Publishers' tutoring kits keyed to basal reading series.
- The Alphabet Skills booklet provided in the PIP.

The basic materials needed for PTR are guidebooks and record forms supplied in kits by the publishers of the basal reading texts used in the regular classroom reading program. The tutoring kits may be purchased through the local publisher's representative. One kit is needed for each tutor. Kits are available for use with the following publishers' basal reading series: Scott-Foresman; Houghton Mifflin; Harper & Row; Ginn & Company; Holt, Rinehart, & Winston; and MacMillan. Materials should be ordered early in the summer prior to project implementation.

Other materials needed are pretests and posttests for selection of project students and evaluation. Six to eight weeks should be allowed for procuring tests for a September project start. If the testing is to be done by an external evaluator, he or she should be contacted before tests are purchased.

An Alphabet Skills booklet which is contained in the PTR PIP is the only remaining item used in the project. This booklet provides introductory material for children with no previous kindergarten reading experience, or who lack reading readiness skills.

CAUTION: New basal readers must be ordered if a school does not use any of the basal readers for which tutoring kits are available.

Facilities

- **A quiet, well-located classroom.**
- **Furnished with pairs of desks or tables and chairs that allow for tutoring.**

Programed Tutorial Reading's facilities needs are minimal. A vacant classroom and a quiet, isolated classroom corner are acceptable tutoring places, though placing all tutors together in an unoccupied classroom with adequate partitioned space is more favorable. The chief requirement is that the space permit the tutor and child to sit side by side and provide quiet for uninterrupted focus on the tutoring instruction. The tutoring location should not be so far from the regular classroom that a great deal of time is spent going to and from the tutoring sessions. Elementary school principals are responsible for providing space and furniture.

No special furniture is required for the project. Pairs of student desks or tables and chairs should be provided so that the tutor and tutee can sit side by side.

Furnished and equipped office space is required for the project director and secretary. In addition, a meeting room for training sessions must be available from time to time.

CAUTION: **Tutoring stations should not be located in such places as hallways or auditorium stages where unscheduled events might disrupt tutoring.**

PTR GETTING STARTED

If your district elects to implement PTR, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in June on a third-time basis to carry out the required start-up tasks within the time frame shown in the chart facing this page.

[redacted]

1. begins work, secures office space, and familiarizes self with PTR.

[redacted]

3. hires external evaluator or designs project evaluation.

[redacted]

5. orders tutoring kits.

[redacted]

7. trains tutorial supervisors.

[redacted]

9. orients classroom teachers.

[redacted]

11. oversees selection pretesting.

[redacted]

	SUMMER		FALL	
	June	July	August	September
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 1	XXX			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 3	XXXX			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 5	XX			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 7			XXXX	
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 9			XXX	
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Task 11				XX
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

PTR

ADOPTION CRITERIA

INTENTION

Select Programed Tutorial Reading only if your school district can meet the following project requirements:

INSTRUCTION

- Supplements regular classroom reading.
- Programs are followed verbatim by tutors.
- Occurs daily for 15 minutes.

MANAGEMENT/COMMUNICATION

- Director enlists support of principals and teachers.
- Daily management of tutoring delegated to supervisors.
- Teachers' judgment in student selection critical.

ORGANIZATION

- 15 percent time director and secretary.
- Tutorial supervisor for every 40 full-time tutors.
- One tutor instructs seven children each two hours.

ADOPTION CRITERIA

CAPABILITY

Select Programed Tutorial Reading only if

The following resources are available:

PERSONNEL

- Project director is an effective administrator and trainer.
- Tutorial supervisor is a certified teacher, respected in the district.
- Tutors are conscientious paraprofessionals or high school students.

MATERIALS/EQUIPMENT

- One tutoring kit for each full-time tutor and tutorial supervisor.

FACILITIES

- Quiet secluded tutoring space.
- Side-by-side seating of tutor and student.

You can meet the schedule for getting started:

- Project director working by mid-June.
- Evaluation arrangements made by end of June.
- Materials inventoried and ordered by mid-July.
- Tutorial supervisors hired and trained by end of July.
- Tutoring space procured by mid-August.
- Tutors hired and trained by mid-September.
- Students selected by mid-September.

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Project R-3

Analysis and Selection Kit

EC 104068

Project R-3

R-3 is a motivational project for all students in the seventh grade designed to upgrade essential reading and math skills by emphasizing student Readiness, subject Relevance, and learning Reinforcement.

Students	All students in an incoming seventh grade class participate in R-3 for three years, through ninth grade.
Staff	R-3 staff consists of a project director, a secretary, a curriculum resource teacher, three content area teachers, and aides for each classroom. Regular school teachers participate during the year the project is operating at their normal grade level.
Student/Staff Ratio	Each classroom staffed by one teacher and one aide has up to 22 students.
Facilities	Classrooms for each teacher are required, as well as an office for the project director and secretary and a curriculum resource center/office for the curriculum resource teacher. R-3 classrooms are carpeted (to reduce noise), furnished with easily movable tables and chairs, and decorated colorfully.
Instruction	Students attend three R-3 classes daily for reading, math, and social studies. R-3 utilizes individualized instruction, learning contracts, games, and simulations, in addition to more traditional methods. Once or twice a year R-3 students go on an overnight field trip which focuses on some current curriculum content.
Training	Staff members attend a two-week workshop prior to project operation. Daily planning sessions and weekly staff meetings are also frequently used for in-service training.
Scheduling	Students attend their R-3 classes as part of their normal school schedules, which include elective courses and other required courses such as physical education. For special events or field trips other teachers are asked to release R-3 students and are often invited to attend themselves.

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Project R-3 is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

Timothy, a seventh grader, was really excited when asked his opinion about Project R-3 by a student reporter for the weekly school paper.

REPORTER: What's different about Project R-3?

TIMOTHY: Everything! First of all we have carpeting and tables. And we get to play a lot of games and work on contracts. I chose my best friend to witness the signing of my contract. We have an aide who is always around to help. Best of all, we get to go on an overnight trip! I'm sure looking forward to that.

REPORTER: Is there anything you do not like about R-3?

TIMOTHY: Well, the teachers and aides visit our parents at home. They're not used to this idea. It wasn't too bad though, because they talked my parents into letting me go on the overnight trip.

Project R-3

Project R-3 is a motivational program designed to upgrade essential reading and math skills of junior high school students. It emphasizes student Readiness, subject Relevance, and learning Reinforcement in a laboratory environment. The entire incoming class of seventh graders is involved in the project for three years, through ninth grade. A teaching team of three content area teachers (reading, math, and social studies)--the "cadre staff"--stays with the project students for the duration of the project. Regular reading, math, and social studies teachers join the project staff during the year the project is operating at their normal grade level.

The R-3 curriculum integrates reading, math, and social studies in such a way that skills learned in one class are practiced and reinforced in another. One basic premise of R-3 is that students learn only when they are motivated. The staff is therefore encouraged to teach eclectically, using instructional techniques such as contracts, games, and simulations to motivate students and associate learning in school with real-world situations. Individual and small group instruction is promoted by continual use of diagnosis and prescription, insuring that students approach assignments at levels compatible with their developed abilities.

Once or twice during each school year, project students participate in an overnight field trip--called "intensive involvement"--that focuses on an extended classroom game or simulation with specific problems to be solved. These intensive involvement trips submerge the students in the situations needing resolution and are often the culmination of weeks of preparatory classwork. Nonproject staff and parents are also usually invited on the trips, a practice which builds support for Project R-3 throughout the school and community.

The teacher-to-student ratio in R-3 classes is no more than one to 22, and a paraprofessional aide is assigned to each project classroom. The lower teacher-student ratio and the three-year involvement of the students enhance project cohesion and reinforce its other motivational aspects.

Project Origin

Project R-3 was begun in San Jose, California, in 1967. It has since been replicated in several other school districts across the country.

Instruction

- Entails the use of new instructional techniques.
- Encourages basic skill achievement through motivating techniques and materials.
- Coordinated among reading, math, and social studies.
- All incoming seventh graders.
- Involves students for three years.
- Student-staff ratio 22 to two.

Project R-3 involves an entire incoming junior high class of seventh graders in a three-year program in reading, math, and social studies.

R-3 interweaves many innovative instructional approaches, such as contracts, diagnostic/prescriptive teaching, games, and simulations, among traditional teaching procedures in order to motivate students toward higher achievement in basic skills. These techniques, individual attention, and the close coordination between project teachers provide students with a new perception of the relation between academic activities and the world outside the school walls.

Junior high reading, math, and social studies classrooms are colorfully and attractively redesigned as learning labs for Project R-3. Students attend one class each in reading, math, and social studies (in addition to other school subjects) and are placed into heterogeneous groups of about 20 for the R-3 classes. During their three daily project class periods, they may work alone, in small groups, or as a unit. A paraprofessional aide helps each project teacher, allowing a large amount of individual diagnosis and prescription for each student. During their nonproject time each day, students participate in classes such as science and physical education to round out their school programs.

Each R-3 teacher instructs four or five class periods a day of reading, math, or social studies. A common preparation period is reserved for joint planning with the other project teachers in the same content area. The curriculum resource teacher and, in the second and third project years, the cadre staff often act as team leaders in this group planning, supplementing the training teachers receive in working as a team, an uncommon and new experience for teachers accustomed to self-contained classroom teaching. In their weekly total staff meetings, teachers carefully integrate their subject areas and teaching strategies so students will experience cohesion and relevance in their learning activities. This coordination among R-3 teachers allows skills introduced in one subject area to be practiced and reinforced in others. The curriculum resource teacher enhances this coordinated approach by informing each subject area team of what the others are planning. Reading, math, and social studies are thus woven into an interdisciplinary curriculum design that motivates and reinforces learning and connects school to the real world beyond the classroom. The intensive involvement field trip for two or three days away from the school is designed both to be a culmination of previous project classwork and to bring students, teachers, and aides to closer working relationships.

To bring about the unified nature of the R-3 content and method, more than just cooperative planning is needed. Such instructional techniques as student learning contracts, diagnostic-prescriptive teaching, simulations, and gaming are gradually introduced to R-3 teachers, who incorporate them into their instructional activities as soon and as often as they feel comfortable using them. Individual and small group instruction is supplemented and reinforced by these alternate techniques and through the use of a variety of commercial and project-made materials selected to accomodate the individual differences in ability and learning style among students. Finally, R-3 teachers and aides visit students' homes twice each year to encourage parent involvement and reinforcement of learning.

[illegible]

[illegible]

- Project direction a complex, full-time responsibility.
- Director visits classrooms and holds staff meetings weekly.
- Staff participation in decision-making vital.
- Nonproject teachers informed continually.
- Principal support essential.

Project R-3 requires an open and democratic type of management interwoven with close communication among all persons associated with the project. The management of Project R-3 is the responsibility of the project director, although some management tasks are delegated to the curriculum resource teacher or shared with the building principal. The project director provides overall leadership for R-3 by setting the tone for the project, supervising and evaluating project staff, giving administrative support, and carrying on project relations with the rest of the school and with the community. Upon appointment, the director establishes communication immediately with the school principal, who works closely with the project director, making sure the project interfaces smoothly with the rest of the school and the community.

The most crucial task for the project director prior to project operation is to enlist the commitment and support of the principal. Since R-3 is carried on within the principal's normal jurisdiction and because the principal yields to the project director responsibility for training, supervision, and informal evaluation of part of the school's regular staff, R-3's success is greatly influenced by the rapport the director can establish with the principal. The practices of chatting daily with the school principal about the plans of R-3, and getting principal approval of project communications to parents and students and of material purchases, help the project director get the principal involved supportively.

Internal project management falls into two functional categories. The project director monitors and supervises the instructional activities of the project teachers, often garnering topics for in-service training from the weekly visits he or she makes to each project classroom and from daily common preparation meetings. The director's other management function (along with the curriculum resource teacher) is as facilitator for project activities, such as the intensive involvement field trips and the home visits, which project staff conduct twice each year.

It is of paramount importance for the project director to take great care to include project staff as fully as possible in decision-making. This involvement helps both to make the project operate more smoothly and to maintain high staff morale.

The attitudes of nonproject teachers in the school are important to the success of R-3, as they will be called on occasionally to release project students from classes for such activities as field trips, or to join project activities themselves. They may also be participating in the second or third years of the project. Therefore, effective communication and coordination with nonproject teachers is a crucial aspect of project management. The project director, reinforced by the principal, must set the atmosphere for positive project relations with nonproject teachers from the outset by informing them of the goals of R-3 and pointing out the benefits that should accrue to the whole school as a result of project success.

CAUTION: Failure to elicit the principal's support could [illegible] irretrievably damage the project.

CAUTION: Project management must be as open and [illegible] as is logistically feasible. [illegible] will destroy Project R-3.

R-3: ESTIMATING COSTS [1]
(Nine classrooms, 264-330 students)

	Number	Estimated Total Cost to Project
ANNUAL COSTS		
Personnel		
Project Director [2]	1	
Project Secretary [2]	1	
Curriculum Resource Teacher [2]	1	
Cadre Staff Teachers	3	
Instructional Aides	9	
Training Stipend for 9 Teachers and 9 Aides (one week)	18	
Facilities [3]		
Project Director's Office	1	
Curriculum Resource Centers	1	
Classrooms	9	
Materials/Equipment		7,560.00
Other		
Field Trip, Parent Involvement		$ 10,000.00
Total Estimated Annual Cost		
ADDITIONAL START-UP COSTS [4]		
Personnel		
Project Director (May-August, full time)		
Curriculum Resource Teacher (July, August)		
Facilities		
Classroom carpeting, non-standard tables	9	
Materials/Equipment		3,675.00
Total Estimated Additional Start-up Cost		

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[1] See page 9 of the Project Selection Guide.

[2] Twelve-month year.

[3] Space may be available within the district at no cost to project.

[4] Start up costs recur for six new classrooms per year during the second and third years.

R-3 ORGANIZATION

- Administrative personnel
  Project director, secretary, curriculum resource teacher

- Instructional staff
  Three cadre staff teachers
  Non-cadre staff teachers
  One instructional aide per teacher

- 330 students with nine teachers, five class periods per day

Project R-3 requires a full-time project director and secretary. A full-time curriculum resource teacher provides support and materials for the classroom teachers. Content area teacher teams include one cadre staff teacher and regular school staff teachers. Each teacher is assisted by an instructional aide.

All incoming seventh graders are enrolled in the project, and no class has more than 22 students.

The project director and the curriculum resource teacher work closely with the instructional staff to provide as much logistical support and assistance as necessary. The director performs project-school liaison duties and maintains close communication with the school principal. The curriculum resource teacher supplies teachers with materials, demonstrates new techniques and equipment, coordinates the content area teams, and develops in-service training units.

The content area teacher teams meet daily for planning and sharing ideas. The resource teacher often attends these meetings to make suggestions, act as moderator, and coordinate instructional plans across teams. The entire R-3 staff, including aides who have many instructional duties and are not merely clerks, meet with the director once a week. The director frequently uses the staff meetings to discuss points or issues observed in his or her visits to project classrooms.

[redacted]

Personnel

The project director:

- is a capable administrator at the district level.
- is an experienced teacher.
- works full-time.

Teachers:

- have reading, math, or social studies expertise with inter-disciplinary perspective.
- experienced yet open to innovation.
- drawn from existing school staffs.
- can work effectively as a team.
- teach one subject to an entire grade level.

Cadre teachers:

- stay with the same students all three years.
- become experts in R-3.

Instructional aides:

- have high school diplomas or equivalent.
- are competent in reading, math, or social studies.
- assist teachers in planning and classroom management.
- assist students with classroom assignments.
- provide liaison with the community.

Curriculum resource teacher:

- is a certified teacher.
- has strong background in junior high curriculum development.
- organizes curriculum.
- plans and conducts in-service training.
- searches out and introduces new materials.
- coordinates games and simulations.

The R-3 staff comprises a full-time project director and secretary, teachers, instructional aides, and a curriculum resource teacher.

Project R-3 can be successful only to the extent it is staffed by dedicated and skilled personnel. The project director must be experienced in staff development and have both teaching and administrative experience. The curriculum resource teacher must be skilled in games and simulations, developing curriculum, and presenting new materials and ideas to staff. Project teachers have subject matter expertise and are confident of their abilities to master new techniques. Finally, instructional aides, representative of the student population, serve as assistants to teachers and students.

R-3 Project Director

The full-time Project R-3 director carries complete responsibility for project implementation and management. The person who assumes the directorship should be resourceful and self-motivated, experienced in teaching, staff development, and administration, and capable of establishing and maintaining effective relationships. The director must be committed to high standards, and enthusiastic about the goals and methods of Project R-3. It is mandatory that the director be someone well established and respected in the district, for the director's prior reputation will have a major impact on how the project is received.

Appointed immediately upon the district's reception of proposal approval, the project director spends the spring and summer prior to project operation acquainting the district and participating school staff with R-3, arranging for project space and materials, selecting project staff with the principal, orienting the curriculum resource teacher, and preparing for the intensive staff training and parent involvement programs. From the inception, the district must grant the project director the authority and means to accomplish these tasks that bear so directly on project success.

During the school year, the director continues to manage project logistics and to keep the project favorably visible. He or she keeps in constant contact with the project classrooms by holding staff meetings each week and visiting classrooms at least once a month. The director oversees the work of the curriculum resource teacher and prepares and conducts the in-service training program with the curriculum resource teacher as needed. Through daily conversations with the project school principal, the director maintains open and close cooperation with the rest of the school's programs. The director promotes parent awareness and involvement through dinner-meetings at the school, home visits by the teaching staff twice yearly, and trips for parents to visit field trip sites prior to the Intensive Involvement trip.

As the end of the year approaches, project evaluation and planning for the next year become primary concerns of the director. Included in these planning activities are the enlistment of teachers for the next school year and the soliciting of funds for work updating or revising curricular materials during the summer.

[redacted]

R-3 Teachers

Teachers for Project R-3 are recruited from the existing school staff to the extent possible. The participating teachers should have several years of experience so they are mature, confident of their abilities, and well organized in planning and instruction. In addition, R-3 teachers are typically warm, supportive individuals who are inclined toward innovation and teamwork.

In many respects, teaching duties in Project R-3 will remain as they have been. As the project progresses, however, new instructional techniques and ways of interacting with students will be introduced. R-3 teachers are expected to incorporate these new techniques into their classes only as rapidly as they feel comfortable with them, but they definitely are expected to use them. Perhaps the greatest change in style for participating teachers involves the cooperation and teamwork necessary to integrate the reading, math, and social studies curriculum.

One teacher in each of the three content areas is hired as part of the cadre staff. This group of three teachers stays with the project students throughout their three-year involvement. In addition to normal teaching duties in the project, these teachers assume some responsibility for introducing incoming regular staff teachers to the project goals and methods during the second and third years. They are expected to become expert in the instructional techniques used in R-3 and to establish special enduring relationships with project students.

[redacted]

R-3 Instructional Aides

The instructional aides are vital assets to the R-3 classroom. Their major responsibilities are assisting teachers in the planning and management of student activities and assisting students with their assignments. Aides perform clerical duties such as preparing game boards and bulletin boards, correcting papers, and running audio-visual equipment. However, the majority of their time is spent moving around the classroom helping students with individual and small-group work. The aides must therefore have competence in the subject area for which they've been selected. As a general rule aides must have a high school diploma or its equivalent.

Instructional aides are expected to fill many of the same roles as teachers. They must learn how to operate as team members and are expected to attend and be actively involved in all in-service meetings. During home visit week, the aides play a pivotal role in the project. Since many of them come from the same community as the students, they often pave the way for effective parent-teacher communication.

CAUTION: Certified teachers are not appropriate candidates for aide positions, since they leave for better paid and more responsible teaching positions as soon as such positions become available.

R-3 Curriculum Resource Teacher

The curriculum resource teacher plays a support role for the R-3 instructional staff and the project director. Responsible directly to the project director, he or she is a certified teacher with a strong background in junior high curriculum development. The resource teacher frequently conducts in-service training sessions for the project classroom teachers. Occasionally, the project director may call on the resource teacher to handle administrative tasks, such as explaining the project to visitors.

The major responsibilities of the curriculum resource teachers are to keep abreast of current curriculum ideas and materials, to relay relevant information to the teachers, and to coordinate gaming/simulation activities among the three teams. Frequent conversations with publishers' representatives, attendance at workshops, summer revisions to the games and simulations, and demonstrations of equipment and techniques help to keep the curriculum resource teacher abreast of new materials and ideas. At teachers' component meetings the curriculum resource teacher suggests activities (keeping within the philosophy of R-3) which seem to fit into the lessons teachers plan. The curriculum resource teacher doesn't always play a leadership role during the component meetings, but acts as a catalyst for new ideas that will motivate children.

Materials/Equipment

- A wide variety of commercial and teacher-made materials.
- Materials for varying ability levels and content.
- Games and simulations, developed at the originating site and provided in the PIP.
- Materials selected by the teachers.
- Textbooks and basic classroom equipment supplied by the school.

The heterogeneous grouping of students in Project R-3 requires that a wide selection of materials appropriate to varying grade levels be available. A wealth of commercial materials and equipment is purchased and distributed among the reading, math, and social studies teams. These materials are selected by the project-designated teachers prior to the summer vacation and are purchased over the summer and throughout the year.

Other materials used in Project R-3 are the games and simulations developed at the originating site. These materials are included in the PIP for teacher use. Early in the project year, the curriculum resource teacher matches the games and simulations to the skill objectives. They are either adopted as is or adapted by the teacher teams.

Classroom textbooks used as part of the regular school curriculum are incorporated into the R-3 program. These books are purchased by the school and are supplemented by the games and simulations, commercial materials, and teacher-made contracts. In addition to supplying classroom textbooks, the school also provides basic classroom equipment and supplies.

CAUTION: If games and simulations are used in isolation from other classroom activities and materials, students will become bored by them.

Facilities

- **Existing standard classroom for each R-3 teacher.**
- **Additional standard classrooms for each cadre teacher.**
- **Tables, chairs, and carpeting for maximum flexibility and quiet.**
- **Meeting room.**
- **Fully furnished offices for the project director, secretary, and curriculum resource teacher.**

Because teachers in Project R-3 utilize learning centers and a variety of games, simulations, and commercial materials, and since space is often rearranged to accommodate large and small group activities, teachers do not share classrooms. It is assumed that classrooms are already provided for each of the school's existing teachers associated with the project. In addition, the project requires a standard classroom for each cadre staff teacher, a meeting room, and fully equipped offices for the project director, secretary, and curriculum resource teacher. If additional space for these personnel is not available in the school building, temporary classrooms and offices near the other R-3 classrooms must be installed.

Project R-3 employs a laboratory-type classroom environment that is highly flexible, attractive, and readily adaptable to the use of games and a variety of other activities. The project therefore furnishes each classroom with hexagonal tables, chairs, and carpeting to enhance flexibility and reduce noise. As the project moves on to the next grade level, classrooms for incoming project teachers are also refurnished. Eventually each seventh-, eighth-, and ninth-grade classroom is redesigned to create a laboratory-type environment.

CAUTION: If the rationale for carpeting is not carefully explained, nonproject teachers may grow to resent the project.

R-3 GETTING STARTED

If your district elects to implement R-3, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in May on a full-time basis to carry out the required start-up tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. selects personnel and consultants.
3. hires external evaluator.
4. identifies regular building teachers for the program.
5. surveys available materials, equipment, and facilities.
6. acquires necessary furniture, carpeting, materials, and equipment.
7. arranges with principal for space.
8. selects the curriculum resource teacher, music teachers, and instructional aides.
9. trains the curriculum resource teacher, who begins in July.
10. groups students into heterogeneous classes of 20-22.
11. assists the principal with scheduling teachers and students.
12. plans for one week start-up training workshop.

	SPRING		SUMMER	
	May	June	July	August
Task 1	XXXXXXXXXXXXXXXXXXX			
[redacted]				
Task 3	XXX			
[redacted]				
Task 5		XXXXXXXXXXXX		
[redacted]				
Task 7		XXXXXXXXXXXX		
[redacted]				
Task 9				XXXXXXXXXXXXXXXXXX
[redacted]				
Task 11				XXXXXXXXXXXXXXX
[redacted]				

Project R-3

ADOPTION CRITERIA

INTENTION

Select Project R-3 only if your school district can meet the following requirements:

INSTRUCTION

- Involves an entire seventh-grade class in a three-year program (through grade nine) in reading, math, and social studies.
- Students are grouped into heterogeneous groups of 20-22 students.
- Games, simulations, learning contracts, and individualized instruction are incorporated into the regular curriculum.
- Takes place in a laboratory-type classroom setting.

MANAGEMENT/COMMUNICATION

- Is a full-time, complex responsibility.
- Entails extensive principal support.
- Involves extensive parent involvement.

ORGANIZATION

- Full-time project director, secretary, and curriculum resource teacher.
- Three teams of teachers, one in each content area.
- Maximum of 22 students per class.

Project R-3

ADOPTION CRITERIA

CAPABILITY

Select Project R-3 only if

The following resources are available:

PERSONNEL

- Project director is an experienced teacher with administrative and teaching experience and an effective planner.
- Teachers are experienced and open to innovation.
- Instructional aides are competent in reading, math, or social studies.
- Personnel are supportive, warm, and responsive with students.

MATERIALS/EQUIPMENT

- Wide variety of commercial materials for varying ability levels and learning style is selected.
- Include games, simulations, and contracts which must be adopted or adapted.

FACILITIES

- Office space for the project director, secretary, and curriculum resource teacher.
- Carpeting, table, and chairs for each classroom.
- Classrooms for each R-3 teacher.

You can meet the schedule for getting started:

- Project director working by early May.
- School staff and parents oriented by mid-June.
- Materials/equipment/classroom furniture ordered by mid-July.
- Staff selected by end of July.
- Students grouped and scheduled by end of August.

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